REPORT ON POPULAR EDUCATION

IN THE

PUNJAB AND ITS DEPENDENCIES,

FOR THE YEAR

1879-80,

BY

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Proceedings of the Hon'ble the Lieutenant-Governor, Punjab, in the Home Department (Education),—No. 48, dated 5th January 1881.

READ—

Annual Report on Popular Education in the Punjab for the year 1879-80, submitted by the Director of Public Instruction with his letter No. 1422, dated 15th September 1880.

THE apparent increase in the number of educational institutions shown in the returns of the year 1879-80 is due to the fact that, in accordance with the instructions of the Government of India, a revised classification of these institutions has been adopted during the year and shown in its returns. The number of scholars borne on the rolls of Government and aided institutions fell from 104,569 to 100,402; and the causes assigned for this decrease are high prices and activity in the labor market due to the war, sickness, and the reduction in the income available for educational expenditure.

2. The number of scholars attending primary schools for boys, as compared with the total population, is less than one-half per cent., and in schools of every other kind is altogether insignificant.

3. The expenditure upon education, exclusive of that incurred on school buildings, was Rs. 13,41,118, of which a sum of Rs. 5,59,964 was paid from Provincial revenues, and the remainder from other sources, including District Funds.

4. The Director notices the large cost of educating each college student in the Lahore Government College, amounting to Rs. 570-10, of which Rs. 552-5 was borne by Government. The necessity of expending public money upon high education of this character is vindicated by the Director in paragraph 10 of his report. There can be no doubt that at the stage of educational progress at which the Punjab has arrived it is too early to withdraw the Government aid from such education. But the Lieutenant-Governor is unable entirely to concur with the arguments which are adduced in support of this policy, which do not appear to contemplate the extreme desirability of a gradual withdrawal of such aid as educational progress becomes greater. When the demand for high education shall have reached such a pitch as no longer to require the incentive afforded by Government aid, such aid should be largely withdrawn. Some progress has, undoubtedly, been made towards this state of things in the Punjab; but it is too early yet for the State to withdraw its fostering care and leave the pursuit of higher cultivation to be followed at the cost of those who may desire it. The Lieutenant-Governor cannot concur with the view expressed in the concluding sentence of this paragraph of the report, that the withdrawal of the Government aid for high education would entail an increase of expenditure in the salaries of Government employés, as he believes that the attractions offered by the public service are sufficient to induce at any time a number of candidates to seek the training which is necessary for them in order to obtain employment under the State, and the expenditure which the Government incurs must rather be justified by its general effect in bringing about a higher standard of cultivation than by any direct return which thereby accrues to Government.

5. *University Education.*—As noticed in last year's review, the report of the committee appointed by the Lieutenant-Governor to report on the comparative difficulty of the Entrance examination papers of the Punjab University College and those of the Calcutta University was received at the close of 1878-79. The conclusion of the committee, namely that the Punjab test was, subject to some alterations, which have since been carried out, sufficiently difficult, was accepted by the Lieutenant-Governor. The year under review is the last in which the Entrance examination will be conducted in accordance with the regulations of the Calcutta University, and in the future the Government scholarships will be awarded in accordance with the results of the examinations of the Punjab University College. The Calcutta University examinations will still be held for those who are desirous of passing them, but the inducement of a scholarship will no longer be offered to those who pass the Calcutta Entrance examination.

6. The question of raising the Punjab University College to the status of a University is still under discussion and deliberation; but during the year the Secretary of State has given his general assent to the introduction of a bill for effecting this object, provided that certain conditions are fulfilled relating to the standard of the examinations held in connection with the Lahore institution. The Lieutenant-Governor has no doubt that these conditions can be fulfilled in regard to the main branches of University study; but the replies of the Senate to enquiries made with the object of eliciting proof to this effect were not received during the year, and the final recommendations of His Honor have not therefore yet been submitted to the Supreme Government. The interest taken by the late Viceroy in this subject is evinced by the speech delivered by His Excellency in the University College on the 12th April 1879, and His Honor hopes that the predictions then uttered may be speedily fulfilled.

7. The Director of Public Instruction has dwelt at some length in his report on the education afforded by the Oriental College, Lahore. But, inasmuch as the results discussed are not those of the past year, and the report of the Superintendent for 1878-79 is too meagre and incomplete to allow His Honor to judge of the justice or otherwise of the strictures passed by the Director, the Lieutenant-Governor does not propose to follow Colonel Holroyd through the various matters treated by him. The Oriental College consists of two departments, a college and a school. The school receives scholars preparing for some examination of the University College, the passing of which entitles them to be enrolled as students of the Oriental College, where vernacular languages are taught up to the standard prescribed for the Oriental examinations, and subjects of general knowledge are also inculcated. The Director of Public Instruction does not appear to have distinguished sufficiently in his criticism between the two departments of the institution, nor are they clearly dealt with as separate units by the Superintendent himself in his report. The Lieutenant-Governor desires that the distinction may be more markedly preserved hereafter in the annual report and in the returns, which should be submitted in the form prescribed by Government. As the Oriental College is undoubtedly aided by the contribution of Government to the funds of the Punjab University College, it is necessary that statistical returns should be prepared which will enable a comparison to be made between the results of this and other educational institutions. Orders to this effect were issued in March last, and the Lieutenant-Governor is unable to understand why they have not been complied with. As regards the strictures passed on the low standard of the general qualifications of the students of the College, His Honor would remark that the rules for the admission of candidates to the school are not sufficiently precise to make it possible to say what that standard is, and on this point further information is desired. Sir R. Egerton is aware that the institution cannot be recruited solely from the vernacular middle schools of Government, and that one of its chief objects is to provide special means of higher education for those who have not received a training in subordinate schools provided by the State. But at the same time it is not only desirable, but essential, to insist upon a proper standard of general education in the students who enter the Oriental College, and the Lieutenant-Governor cannot but surmise from the facts adduced by the Director of Public Instruction in the present report by way of comparison that the general knowledge required in history, geography and arithmetic is below a proper standard. If this is so, the shortcoming should be remedied. The Lieutenant-Governor does not doubt that the students at the Oriental College, though not attaining a really high standard of general education, do learn in special directions a great deal that is useful to themselves, and afterwards spread what they have learnt around them; but it is undoubtedly necessary at the same time that a proper standard of general knowledge should be maintained, and the Lieutenant-Governor would call the attention of the Superintendent and of the Members of the Executive Committee of the University College to the importance of insuring this if the results of the teaching of the Oriental College are to receive the credit to which His Honor believes them to be generally entitled.

8. The successes gained in University examinations during the year have not been very noteworthy. This is ascribed partly to the fact that many students after passing the lower tests prefer to join the law classes rather than to read on for higher University distinctions, and partly to the weakness of the tutorial staff during the year. Only 2 candidates out of 9 were successful in the Calcutta B. A. examination, and 6 out of 12 for the First Arts. No candidate appeared for the M. A. examination. Both of the students who presented themselves for the Honors in Arts examination of the Punjab University College were successful; while 4 out of 6 competitors passed the High Proficiency, and 14 out of 24 the Proficiency in Arts examination. The Lieutenant-Governor trusts that the present year will show a larger number of candidates and a larger proportion of successes in the examinations for University honors and degrees.

9. *Government assignments.*—The principles on which in the Punjab direct grants in aid of education are made from Provincial Funds have been clearly stated on more than one occasion, and it is not necessary to repeat here what was said on this subject in paragraphs 5 and 6 of the Review on the Educational Report for 1877-78. The object of the course adopted is to ensure that primary vernacular schools, whether district or municipal, shall be supported from District and Municipal Funds, the same rule applying generally to female schools also. Anglo-Vernacular schools with expensive educational staffs are fairly entitled to receive assistance from Provincial funds; and from this source the Government defrays the cost of direction, inspection, and the higher college and school education, in which English forms one of the chief subjects taught. The effect of these principles, which have now been consistently acted upon for the last three years, may be seen, among other things, from the fact that the direct contributions of municipalities towards the cost of education have risen from Rs. 23,000 to Rs. 97,500, and that fees paid by students amount now to Rs. 1,03,000; while in pursuance of the same policy the contribution to aided schools from Provincial funds has been reduced by about Rs. 1,00,000 since 1877-78. The Director of Public Instruction has remarked in paragraph 4 of his report that this reduction has caused a considerable diminution in income available for education in certain districts; but the Lieutenant-Governor is not aware that grants-in-aid have been withdrawn in any case where local or district funds are able to bear the burden thus thrown upon them. His Honor, as has often been stated, looks upon grants from district and municipal funds as tantamount in all cases to Government support. The policy of the Punjab Government has always been to arouse local interest in local institutions by throwing the charges for them upon funds locally collected rather than to centralise such sources of income and then allot sums for the several purposes on which they may be spent; and this policy will continue to be followed as regards educational as well as other local interests. But, though much has been accomplished in this direction, much still remains to be done. Although the municipal contribution towards education has increased by Rs. 10,000 during the past year, the Lieutenant-Governor cannot consider that the sum so allotted bears as yet a sufficient proportion to the whole municipal income of the Province, or that for instance an expenditure of Rs. 50 a month by the Lahore city in support of primary schools is an adequate provision in this respect. And though the sum from fees has increased of late, and there is every reason to expect a steady, if slow advance in this source of income, Sir R. Egerton regrets to notice the laxity, mentioned by the Director in paragraph 87, which prevails in distinguishing agriculturist from non-agriculturist scholars and in levying of fees from the latter class; and His Honor trusts that all district officers will devote their best attention to furthering the policy of Government in these matters, and will seek judiciously to arouse the interest of the people in popular institutions.

10. *Secondary Education.*—The results of secondary education during the year, as far as they are seen from the successes achieved in examinations, may be stated as follows: Of 321 candidates who presented themselves for the Entrance examination, 169 were successful; 130 of the whole number and 55 of the number successful were private students, and the rest came from Government English schools. For the middle school examination 1,613 students

appeared, of whom 1,040 qualified by the test prescribed, *viz.*, 471 out of 718 from Government English schools, 465 out of 714 from Government vernacular schools, and 104 out of 211 students educated privately. On these results it is possible to say but little, as the Director has not instituted any comparison between the figures of the revised returns of the year under report and those of previous years, and it is not in the power of Government to do this. The small number of candidates for the middle school examination is partly accounted for by the change introduced this year, raising the standard of this examination and reducing the duration of the high school course on which the boys who pass the middle school examination enter. It is satisfactory to observe that only 15 candidates out of 75 from district schools failed in English caligraphy; it would seem from this that the care which His Honor desires to see given to this important subject is not wanting. The success of the Lahore High School for natives during the year is noteworthy, and the lead taken by the Ludhiana District in the propagation of higher education deserves commendation. The introduction of gymnastic exercises in the latter district is an interesting feature of this year's report. The Lieutenant-Governor notices with satisfaction the possible future addition of high schools to many middle schools of the Province without any great increase of expenditure, as foreshadowed by the Director in paragraph 53.

11. *Primary Education.*—The number of primary schools in the Punjab is 1,527, and the number of pupils 84,583. This gives an average of nearly 48 schools to each of the districts of the Province, and of a little less than one school to every 10,000 souls of population. For the reason given in the preceding paragraph, the results of the teaching in primary schools as shewn in the returns of the present year cannot be compared with those of former years, a large, though really nominal, increase being now shown in both the number of schools and of scholars as compared with 1877-78. As far as the success of the teaching can be tested by the results of the examinations of the year, it may be shown as follows. For the upper primary examination 5,691 boys appeared, and for the lower primary examination 10,291; of whom, in the former case, 3,205, and in the latter 7,173, were successful. English primary schools supplied 1,307 scholars for the first examination, of whom 855 passed; and 2,174 for the second examination, of whom 1,632 passed. The corresponding figures in the vernacular schools were 4,389 and 2,350 in the one case, and 8,117 and 5,541 in the other. The absence of comparative statistics under this head is the more to be regretted as it is from primary schools that all others are recruited, and it is therefore the chief duty of the State in educational matters to provide for primary schools and to see that the instruction given in them is good and sound; and with regard to this duty the Lieutenant-Governor would earnestly direct the attention of all district officers to the necessity of inducing their subordinates to take an active interest in the cause of education. The Director of Public Instruction complains that want of co-operation in this direction by the Tahsildars is much felt in the Umballa, Rawalpindi and Mooltan Circles, and His Honor trusts that the local officers will see that this cause of complaint is removed in the future. Four girls passed the upper primary examination successfully, and 6 the lower; it is to be regretted that hardly any of the female schools of the Province can be mentioned with unqualified commendation.

12. *Mayo School of Industrial Art.*—The number of pupils in this school during 1879-80 has continued much the same as in the previous year. The Lieutenant-Governor notices with satisfaction the very useful work which continues to be done at the school under Mr. Kipling's direction. The success which has attended the instruction given in certain branches of industrial art has been very considerable, and the effect of the teaching imparted in the school will certainly be beneficial.

13. *Normal Schools.*—The reorganization of the normal schools of the Province is a work which the Lieutenant-Governor is exceedingly anxious to see completed. Hitherto these schools have not been able to supply masters fit for the charge of schools of all classes. His Honor anticipates the best results from the establishment of a central normal college under competent European direction.

14. *Examination for employment in the public service.*—During the year the conditions of the examination for employment in the public service have been considerably modified. Formerly the middle school examination was fixed as the test by which all candidates for posts carrying a pay of Rs. 25 per mensem or upwards were required to qualify. This standard was found in practice to be much too high, and the statistics called for on the subject by Government shewed that the test was not really exacted. Besides this the standard of proficiency for the middle school examination has been raised, which increased still further the difficulty of enforcing the former rule. The Lieutenant-Governor therefore determined to abolish the old criterion for Government employ, and to substitute for it a simpler one, which should be made applicable to all appointments carrying a salary of Rs. 15 or more. The examination now prescribed includes arithmetic as far as decimal fractions, Persian and Urdu, and will be held annually at the same time as the middle school examination. The Lieutenant-Governor considers that the test now fixed is sufficient for posts of so small a value as Rs. 15. It insures a certain degree of educational proficiency in all persons who enter Government employ, and it can be enforced without bringing business to a stand-still, which was the reason why the former rule was not observed.

15. Since the Director's report was submitted, the Lieutenant-Governor has learnt with deep regret of the death of Mr. Alexander, Inspector of Schools in the Lahore Circle. Mr. Alexander joined the Educational Department of the Punjab 20 years ago, and has been intimately connected with the progress of education since that time. His loss to the department with which he has been so long connected is greatly to be deplored.

16. Sir Robert Egerton regrets that it is not possible for him to bestow commendation on the treatment which educational matters have received in the present report. Although notice was taken in the reviews of the last two years of the late submission of the annual report, it was received this year three weeks later than in 1879. Much information which is quite unnecessary in dealing with provincial education as a whole still finds a place in it; for instance, it is superfluous to notice in detail, year by year, work of almost every high and middle school of the Punjab. On the other hand, there is a noticeable absence of careful comparison of the results and progress during the past year with those of former years, and His Honor would be glad to see in the future a brief comparison dealing with all salient features prefixed to each of the sections on University, Secondary, and Primary education. Such statements were the more necessary in the present case, as the introduction of new educational returns and the changes in classification caused thereby have entirely altered the old arrangement of schools under the various heads. No such comparisons have, however, been made in the report, and His Honor is in consequence not in a position to judge with certainty of the exact state and progress of education during the past year. The main object of an annual report is therefore in the present case lost.

ORDER.—Ordered, that the above remarks be printed and circulated with the report as usual.

By order of the Hon'ble the Lieutenant-Governor of the Punjab,

W. M. YOUNG,

Secretary to Government, Punjab.

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REPORT ON POPULAR EDUCATION

IN THE

PUNJAB AND ITS DEPENDENCIES

FOR THE YEAR 1879-80.

CHAPTER I.

INTRODUCTION.

New system of classification.

DURING the year under report, the new system of classification, laid down by the Government of India, has been introduced in the Punjab, and new forms of educational returns have been adopted. This question had been under consideration for some years past; and in 1875 a Committee, consisting of Mr. Deighton of the Educational Department, North West Provinces, Mr. Bourdillon of the Civil Service, and myself, was appointed to report on the subject. Mr. Alexander, Inspector of Schools, Lahore Circle, was permitted by the Punjab Government to remain for some time at Simla, with the view of assisting in our deliberations.

Our report was afterwards circulated amongst all the local Governments and Administrations in India. The main principles that we advocated were accepted by the majority of the Authorities who were consulted, though our recommendations were freely criticised on matters of detail. The correspondence was subsequently referred to me by the Secretary to the Government of India, and I then, in communication with my colleagues, drew up revised rules and revised forms for the returns. The modifications then introduced were so framed as to remove, as far as possible, the objections that had been urged against certain parts of our scheme, whether on general grounds or in consequence of local circumstances, that rendered it unsuitable in its original form to particular provinces. Our final recommendations have, after some slight modifications, been adopted by the Government of India.

Rules for the classification of Educational Institutions.

2. The following are the principal rules for the classification of Educational institutions :—

I.—All Educational institutions shall be classified as follows :—

(*a.*) Government Colleges or Schools.

(*b.*) Aided Colleges or Schools.

(*c.*) Unaided Colleges or Schools.

(No account should be taken in the statistical returns of schools not under regular inspection.)

II.—All such Institutions under the direct management of Government, or of Officers or Committees on behalf of Government, wherein the staff of teachers is appointed and dismissed by Government, or such Officers or Committees, shall be termed Government Schools.

III.—All institutions not coming under the preceding definition shall be classed as Aided or Unaided, according as they do or do not receive grants from Government.

IV.—Schools are for general education, or for special and technical training: general education is of two classes—Secondary and Primary.

Under the head of Secondary education are included High and Middle Schools, and schools for Primary education are termed Primary Schools.

Schools for general education are either English or Vernacular, according as English does or does not form part of their regular curriculum.

In Primary Schools shall be included all pupils who are under instruction from the earliest stage up to the standard at which Secondary education begins: this standard being marked by an examination to be called the Upper Primary School examination.

Primary Schools shall consist of two divisions, the number of pupils in each division being shewn in the returns—(1) the Lower Division containing pupils preparing for an examination to be styled the lower Primary School examination, and (2) the Upper Division consisting of pupils who have passed this standard.

Middle Schools shall include pupils who have passed the Upper Primary School examination, and are reading for an examination to be styled the Middle School examination.

High Schools shall contain such pupils only as have passed the Middle School examination, and are reading for matriculation or an examination of equal difficulty. Where a High and a Middle School are held in the same building, and are under the same management, they shall be reckoned as two institutions, the number of pupils in each department being shewn separately in the returns. The expenditure on both the High and Middle departments can be shewn in a lump sum.

Division of schools into a graduated series of departments.

3. The division of schools into a graduated series of departments, to which admission is obtained by periodical examinations of the kind above indicated, was first carried out in the Government schools of this Province, and subsequently adopted in some other parts of India. Here also a clear distinction was first made between the expenditure on students attending High schools who had reached a certain standard, and that incurred on boys who were still in the Primary stage. These principles, however, were not applied in the first instance to Aided schools, and even in Government schools the scheme in force was in some respects defective. This was owing to the fact, that it was necessary to introduce it tentatively and gradually ; and that it was thought advisable to defer the changes necessary to perfect it, until the orders of Government regarding the classification of educational institutions throughout the Empire should be promulgated.

Under the system now adopted, statistical forms have been greatly reduced and simplified, and comparison between the cost of Government and Aided schools of every class, and the results attained in these institutions, no longer presents any difficulty.

The following scheme shews clearly the arrangements now in force :—

PRIMARY EDUCATION.

1st Class 2nd ,, 3rd ,,	Primary School, Lower Division. Preparing for the Lower Primary School examination.
4th ,, 5th ,,	Primary School, Upper Division. Preparing for the Upper Primary School examination.

SECONDARY EDUCATION.

1st Class 2nd ,, 3rd ,,	Middle School. Preparing for the Middle School examination.
4th ,, 5th ,,	High School. Preparing for Matriculation.

UNIVERSITY EDUCATION.

1st year Class 2nd ,,	Preparing for First Arts or Proficiency in Arts examination.
3rd ,, 4th ,,	Preparing for Bachelor of Arts or High Proficiency in Arts examination.
5th ,,	... Preparing for Master of Arts or Honors in Arts examination.

Causes of decrease in number of scholars.

4. The number of scholars borne on the rolls of Government and Aided institutions has fallen during the year from 105,569 to 100,442. This is to be attributed chiefly to three causes. In the Ráwalpindi circle, high prices and activity in the labour market, and other disturbing effects due to the war, have very seriously affected the schools. Fever, combined in some places with scarcity, prevailed with great intensity in the Umballa circle and throughout a great portion of the Ráwalpindi circle, which in common with some other parts of the Province suffered from cholera during the summer. There has been, too, a considerable reduction in the income available in many Districts, in consequence of the withdrawal of grants formerly allowed in aid of Government Vernacular schools.

Cause of increase in number of Institutions.

5. The total number of educational institutions is 2,094. This shows an apparent increase over the number entered in the returns of the previous year, which is due to the fact that High, Middle and Primary schools are now always shewn separately, whereas in former years they were treated in certain cases as departments of the same school.

Under the old system all schools receiving grants under the grant-in-aid rules were returned as Aided schools, though many of them were in fact Government schools, and will in future be so returned, in accordance with the regulations above quoted. Owing to this change and the alterations that have been made in the system of classification, it is impracticable to institute any detailed comparison between the statistics of the year under report and the previous year.

Number of Educational Institutions in the Province.

6. The Educational institutions of the Province, shewn in the returns, comprise a College, 21 High schools, 206 Middle schools, 1,527 Primary schools, a school of Industrial Art, and 4 Normal schools for males; and 328 Primary schools, 5 Normal schools and an Industrial school for females. There are also an Oriental College, a Medical school and 2 Industrial schools, for which returns in the prescribed form have not been received. These will be included in the statistical forms for the current year.

Number of scholars in Government and Aided Institutions.

7. The Lahore Government College contained at the close of the year 78 scholars, besides 20 who attended both the Government and the Oriental College, their names being borne on the rolls of the latter institution. High schools contained 414 scholars, Middle schools

5,255, Primary schools for boys 84,543, the School of Industrial Art 55, and Normal schools 263. In Primary schools for girls there were 9,557 scholars, in Female Normal schools 249, and in the Industrial school for women 28. The number of scholars attending Primary schools for boys as compared with the total population is less than half per cent., and in schools of every other kind the percentage is altogether insignificant.

Of the total number of scholars 773 were Europeans and Eurasians, 420 native Christians, 51,591 Hindus, 37,581 Muhammadans, 9,352 Sikhs, and 725 belonged to other denominations.

Of the scholars attending High Schools, 371 were learning English, and 43 were taught through the medium of the Vernacular. 2,793 scholars were attending English Middle schools, and 2,462 Vernacular Middle schools. All the students in High and Middle schools learn a classical language. In English Primary schools there were 21,295 boys, and in Vernacular Primary schools 63,248. All the Vernacular schools, with a few insignificant exceptions, are Government institutions, but of the scholars attending English schools more than one-third are enrolled in Aided schools, which are almost all maintained by the various Missions.

In Primary schools for females most of the girls who learn English are Europeans or Eurasians; the Government and Aided Vernacular schools contain a little over 4,000 and 5,000 girls respectively. The majority of Aided schools belong to Missions.

Three out of the 4 Normal schools for males are Government institutions, whilst those for Mistresses are all Aided.

Expenditure.

8. The total expenditure from all sources, excluding that on School buildings for which the returns have not been received, was Rs. 13,41,118. Of this amount Rs. 5,59,964 were paid from Provincial revenues, and Rs. 7,81,154 from other sources, including District Funds, which contributed almost one-half. The percentage on the total expenditure was approximately 3½ per cent. on the Government College, 22 per cent. on Secondary education, and 44 per cent. on Primary education. The balance was spent on schools for special or technical training, the grant to the Punjab University College, Direction, Inspection, Scholarships and miscellaneous expenses.

9. The cost of educating each College student was Rs. 570-10-0, and the cost to Government Rs. 552-5-0. About one-fifth of the students attending the Government College at the close of the year were, however, borne on the rolls of the Oriental College, in which they had, I believe, been induced to attend certain classes by the offer of pecuniary advantages. Had they attended the Government College alone (which would have been more advantageous to themselves), and been enrolled in that Institution, the cost of educating each pupil would of course be reduced by one-fifth. It would still, however, be no doubt very high.

Cost of educating each College student.

10. It is sometimes asked why Government should spend so much money on the education of College students, and why such students, if they value a University education, should not be required to pay for it themselves. The money saved by the abolition of Colleges might, it is urged, be expended to greater advantage on Primary education. It seems to be believed, that Government money is expended solely for the benefit of a few fortunate young men, and that Government itself derives no advantage from the expenditure. Nothing could possibly be more fallacious than this view of the matter. College students have not the means to pay the cost of their own education, and if their so doing were made a condition of the maintenance of a College, the College would cease to exist. If the College were closed, there would be no efficient masters available for English schools, and no qualified Superintendents for Primary schools, and the measure would be a fatal blow to the Secondary and Primary schools of the Province. It is not, however, the interests of Secondary education and of Primary education alone that depend on the existence of an efficient college. The most important appointments under Government, that are open to natives, are now generally bestowed on men, who have received a college education. These must be given to men of inferior attainments, if no college existed. The numerous appointments also in Government and Railway and other offices now held by the natives of the Province, would in such a case be necessarily conferred on Bengali Babús, whom it would be necessary to attract by the offer of much higher salaries than are now found to be sufficient.

Government expenditure on College education vindicated.

Putting out of consideration the evident advantages of employing Punjabis in preference to foreigners, there can be no doubt that to cut off the supply of efficient candidates for employment by closing the College, would be the falsest economy that could be imagined, as it would entail an increase of expenditure on the salaries of Government employes, that would far exceed the saving effected.

Cost of educating each scholar higher in Aided than in Government schools.

11. An examination of General Form No. 8 will shew, that with schools of every denomination, including English and vernacular, those for Primary and for Secondary education, for boys and for girls, and Normal schools, the total cost of educating each scholar is higher in Aided than in Government institutions; and that the cost to Government is higher in all classes of Aided schools, with the exception of English Schools for Secondary education. In the case of Secondary education also, if we include both the Vernacular and English schools, the cost to Government is much higher in Aided than in Government schools.

Sources from which Government schools are maintained.

12. Some Government schools are supported mainly from Provincial revenues, the expenditure from this source being supplemented by school fees, and more or less by other contributions from local sources. Some again are maintained on the grant-in-aid system, assistance being given from the Provincial revenues in accordance with the grant-in-aid rules. Others are supported partly on the grant-in-aid system and partly by means of contributions from local rates and cesses or the income of Municipalities. Others again are maintained entirely from local sources. This matter is treated more in detail in subsequent chapters, but it will be convenient to notice briefly here the comparative cost of education in Government and Aided schools of different classes.

Comparative cost of educating each scholar in Government and Aided English schools for Secondary education.

13. In Government English schools for Secondary education the cost of educating each scholar was Rs. 75, and the cost to Government Rs. 59. These charges, however, for reasons that are explained in the Chapter on Secondary Education, tend constantly to diminish, whilst the proportion of students who attain to the High school standard tends at the same time to increase. In Aided schools the total cost of educating each pupil was Rs. 76-9-0, and the cost to Government Rs. 30-12-0. In this calculation, however, are included boys attending schools specially intended for Europeans and Eurasians, where the expenditure is much higher than in schools for natives. If we leave these out of account, it will be found that the total cost of educating each scholar in Aided English schools is less than in Government schools, though the expenditure in the former is higher than in the latter if judged by educational results. The cost to Government, however, is higher in Government schools of this class than in Aided schools. In the chapter on Secondary education it is shewn that no economy could be effected by the conversion of these schools into Aided schools; and that were such a measure practicable, it would be undesirable on other grounds.

Cost of educating each pupil in Vernacular schools for Secondary education.

14. The Vernacular schools for Secondary education are all Government Institutions. Most of them were originally Indigenous schools. In some cases Indigenous schools have been maintained for some time as Aided schools under independent management, but they have been included eventually in the general system. The total cost of educating each pupil was Rs. 18-12-0, and the cost to Government Rs. 1-9-0; and Government assistance has been almost entirely withdrawn since the close of the official year.

In Government English schools for the Primary education of boys, the total cost of educating each scholar was Rs. 8-3-0 and the cost to Government Rs. 3-3-0. Here also the cost to Government is in course of gradual reduction. In Aided schools the total cost of educating each pupil was Rs. 10-12-0 and the cost to Government Rs. 4-14-0. If, however, the expensive schools for Europeans and Eurasians be left out of account, both the total cost and the cost to Government are approximately the same in Government and in Aided schools. Judged, however, by educational results, Government schools are much the cheaper.

Cost of educating each pupil in Vernacular schools for the Primary education of boys.

15. In Government Vernacular schools for the Primary education of boys, the cost of educating each boy was Rs. 4-4-0 and the cost to Government one anna. These, like Vernacular schools for Secondary education, were originally for the most part Indigenous schools. The Aided schools are few in number, more expensive, and of inferior character.

Schools for the Primary education of girls.

16. English schools for the Primary education of girls are chiefly for Europeans and Eurasians, and are attended also by a small number of Native Christians. There is only one Government school of this class. The cost of education in the Aided schools was high, the total cost of educating each girl being Rs. 90 and the cost to Government Rs. 44-2-0.

In Government Vernacular schools for the Primary education of girls the total cost of educating each pupil was Rs. 4-9-0, and the cost to Government 11 annas. In Aided schools the total cost was Rs. 10-11-0, and the cost to Government Rs. 3-3.

17. In Government Normal Schools for males the total cost of educating each pupil was Rs. 70-7-0, and the cost to Government Rs. 18-2-0. In the Aided Normal school the total cost was Rs. 256-10-0, and the cost to Government Rs. 79-11-0.

Government Normal schools

18. The conversion of Government into Aided schools has been advocated partly on economical grounds and partly, with the view of stimulating independent effort and local management of educational affairs. As regards the first point, it has been seen, that nothing is to be gained from such a measure,—even were it possible—from an economical point of view. The grant-in-aid system, moreover, is largely applied to the maintenance of Government schools themselves, and would have been greatly extended were it not that Government has considered it necessary for financial reasons to carry the principle of insisting on local effort still further, withdrawing assistance that was formerly given, and requiring the people as far as possible to make good the deficiency from local sources, if they desire the maintenance of the schools.

Undesirability of converting Government into Aided schools.

With regard to the second point, it will be convenient to glance at the present arrangements for the management of Government schools. We find in the first place a small number of District schools, as they are called, comprising the most important institutions for Secondary education, with the Primary schools attached to them, under the immediate control of the Department. The great majority of schools, however, are under the management of Deputy Commissioners. The educational staff of District schools constitutes a regularly organised establishment, with a graduated scale of salaries; and the chances of promotion and advancement that it offers are sufficient to attract some of the best scholars of the Province. With an establishment of this kind, appointments, promotions and transfers must necessarily be made by a central authority.

Municipal Committees, however, are empowered to assist generally in school affairs, and it is on Municipalities that the cost of erecting and repairing school buildings now ordinarily falls. The connexion between District schools and the Primary schools attached to them is very close at present, but tends to become gradually dissolved. The cost of these Primary schools, moreover, which was originally borne by the State, is being gradually transferred to Municipalities: and this will naturally lead, as time goes on, to their taking a more active part in

the management of the schools, which will probably fall in process of time entirely under their control, certain checks being of course maintained by Government to insure efficiency. In the case of schools under Deputy Commissioners, a very considerable part in the management is already taken by District Committees, who provide the greater part of the funds. For the erection of a School house, the appointment of an additional teacher, or the establishment of a new school or boarding-house, their co-operation and approval are essential.

It will be seen from the above remarks that there is full opportunity for the gradual development, without the necessity of any violent changes, of a system of local management, which already exercises a great influence over the progress of education in this Province.

Regarding the work performed by Aided schools, I have treated at some length in the chapters on Secondary and Primary education. Nearly all the Aided schools for boys are maintained by the various Missions. Useful as these Institutions are, they do not call forth local effort. The people themselves have no part in their management, and contribute little or nothing beyond the school fees to their support. The attributes in fact, which are supposed by some people to be specially characteristic of Aided schools, belong almost exclusively to Government schools, where they tend to become greatly developed as time goes on.

It may be added that Aided schools for boys under native management are generally wanting in stability, and tend, if they escape dissolution, to be converted into Government schools. The original promoters drop off or become apathetic, and their functions are transferred to the District or Municipal Committee, under the general control of the Deputy Commissioner.

CHAPTER II.

CONTROLLING AGENCIES.

Circles of Inspection and Inspecting staff.

19. There has been no change in the circles of Inspection which are distributed in the following manner:—

Circles.	*Divisions.*
UMBALLA	Umballa. Delhi. Hissar.
LAHORE	Lahore. Amritsar. Jullundur.
RAWALPINDI	Rawalpindi. Peshâwar.
MOOLTAN	Mooltán. Deraját.

Each circle is provided with an Inspector of Schools, and there are two Assistant Inspectors in the Lahore, and one in the Umballa circle. Every district, with the exception of Simla, is provided with a local inspecting officer. The salaries of these officers vary from Rupees 50 to Rupees 180.

Those on Rupees 100 per mensem and upwards are styled District Inspectors. Those drawing less than Rupees 100 per mensem are called Chief Muharrirs, and hold a lower position.

Messrs. Cooke, Alexander, Pearson and Thompson continued to hold the Inspectorships of the Umballa, Lahore, Ráwalpindi and Mooltan circles respectively. Lálá Baldeo Sahai is still the Assistant Inspector of the Umballa circle. In the Lahore circle Mr. Baker continues to hold the higher appointment, Lálá Ságar Chand, B. A., lately the 2nd Assistant, has, however, taken over charge of the Lahore Normal School, and has been succeeded by Bábú Hari Singh.

Management of Government schools.

20. District High and Middle schools are under the immediate management of the Department. All other Government schools, with a few exceptions, are under Deputy Commissioners, but the Inspectors are required to recommend measures for their improvement on the occasion of the annual inspection. An important influence also is exercised by District Committees, who have to find the greater part of the funds expended on schools

under Deputy Commissioners. A similar influence is exercised, though to a less extent, by Municipal Committees, in which the old Educational Committees formerly maintained in large towns have been merged. In some districts small local Committees are maintained in connexion with Vernacular schools.

Inspection work done in the Umballa circle.

21. All the district schools of the Umbálla circle were visited by the Inspector, once during the hot season, and twice during the cold weather. He examined all the Middle schools, English and Vernacular, under the charge of Deputy Commissioners, together with the Primary schools attached to them. He inspected also several of the unattached Primary schools in each district. He was on tour from the beginning of October to the end of March. The Assistant Inspector examined all the unattached Primary schools, and more than half of them in their own school buildings.

It is much to be regretted that the health of the able and energetic Assistant Inspector has suffered from the effects of hard work and exposure during a more than ordinarily unhealthy season.

Subordinate Inspecting staff, Umballa circle.

The districts of Ludhiána, Umballa, Delhi, Rohtak, Karnál and Gurgáon are provided with District Inspectors. The work of these officers in the four districts first named is highly commended, and the Inspector was favorably impressed with the way in which the District Inspector of Karnál, who recently joined, commenced his work. The District Inspector of Gurgáon was not well suited for the post he held, and has been retransferred to the District School Establishment since the close of the year. The Inspector was not altogether satisfied with the work of the two Chief Muharrirs in the Hissar and Sirsa districts.

Works of Tahsildárs, Umballa circle.

The Tansildárs in all the districts generally visit their schools when opportunity occurs, that is, whenever they happen to come to a village which has a school. They seldom, however, shew any warm interest in education, or make any efforts to induce parents to send their children to school. Such efforts on the part of Tahsildárs would, the Inspector remarks, be of the highest benefit, for their influence in the villages, more especially over the agricultural population, is very strong,—much stronger indeed than that of the higher District officers.

Local School Committees, Umballa circle.

The Local Schools Committees, which were formed in connexion with the village schools of the Ludhiana and Umballa districts, and seemed to promise well, have now, the Inspector reports,

become apathetic, nor does he anticipate that they will ever do much, without more encouragement and guidance from the Tahsildárs.

Inspection work done in the Lahore circle.

22. Mr. Alexander was in camp during the greater part of the marching season and visited five districts. Work connected with the Punjab University College occasionally detained him for some days at a time in Lahore, or obliged him to return hurriedly from camp, somewhat to the detriment of his inspecting duties. Lálá Ságar Chand completed the inspection of the Amritsar district early in the cold weather. Bábú Hári Singh, who succeeded him on his transfer to the Normal school, at first spent some weeks in camp with Mr. Alexander to learn his work, and afterwards inspected the Lahore, Ferozepore and Hoshiárpur districts. Mr. Baker marched through the whole of the Kangra district in the early part of the year, and inspected during the cold weather the Gujránwála, Sialkot, Gurdáspur and Jullunder districts, being in camp almost without interruption during the whole season.

Subordinate Inspecting staff, Lahore circle.

All the districts in the Lahore circle are provided with District Inspectors, who are a very efficient set of officers. Maulaví Karím-ud-din, late District Inspector of Amritsar, an old and faithful servant of Government, who had become somewhat feeble, retired on pension at the beginning of the year, and has since died. His place was filled by the transfer from Sialkot of Bábú Jai Gopál Singh, who has set about the difficult task of bringing the schools of the district into good order with great energy and discretion. Bábú Jai Gopál Singh was succeeded at Sialkot by Lálá Ishar Das, a young man of high attainments and good abilities. Another change has been the transfer of Munshí Inám Ulla, District Inspector of Gujránwála, to Karnál, and of Maulaví Iláhi Bakhsh from Karnál to Gujránwála.

Work of Tahsildárs, Lahore circle.

The Inspector reports that the Tahsildárs in his circle, as a rule pay more attention to their educational duties now than they did formerly; and the efficiency of their efforts in this direction has increased, and is likely to increase still more, as a class of more highly educated men is being gradually introduced into their ranks.

Local School Committees, Lahore circle.

Local Committees of public instruction in the large towns have now, as above stated, been merged in Municipal Committees. The Inspector remarks that the latter do not seem in any case to have taken steps to fulfil the new duties thus thrown on them. The little village

Committees still continue, and in many districts, notably Siálkot, Gurdáspur, Jullundur, and Hoshiárpur, are of great service.

Inspection work done in the Rawalpindi circle.

23. Mr. Pearson marched through all the districts of the Ráwalpindi circle. The prevalence of fever in Ráwalpindi and Jhelum, however, and the death of the District Inspector of Gujrát, whilst on tour with Mr. Pearson, interfered greatly with the examinations.

Subordinate Inspecting staff, Rawalpindi circle.

The Gujrát, Jhelum and Ráwalpindi districts are provided with District Inspectors, whilst in Sháhpur, Pesháwar and Hazára there are chief Muharrirs. Maulavi Ahmed Hasan, late District Inspector of Gujrát, who was a good scholar and much respected, died during the year. His place has been taken by Lálá Bhagwán Dás, District Inspector of Ráwalpindi, where a new man will be appointed. The District Inspector of Jhelum, Qází Alím-ud-din, has worked well so far as he has been able, but ill health and domestic trouble have been serious interruptions. He has lost something too of his youthful vigour. The chief school Muharrirs have on the whole given satisfaction.

Local School Committees, Rawalpindi circle.

The business formerly taken in hand by Special School Committees in the Ráwalpindi circle in now usually transacted in the District and Municipal Committees at their ordinary meetings. There are no small local Committees as in the Lahore circle.

Work of Tahsildars, Rawalpindi circle.

Regarding Tahsíldárs the Inspector states that complaints are sometimes made of the neglect of these officers to repair school houses, and of their dilatoriness in remitting the pay of teachers. Others give attention to these matters, and visit the schools as they have opportunities. By the appointment of Munsiffs, Tahsíldárs have obtained leisure for this kind of work, but during the last two years most of them have been busy in obtaining carriage and supplies for the army.

As regards other native gentlemen not officially connected with the Schools, the Inspector remarks that their attention has of late been much taken up with the crisis through which the country is passing. Their disposition towards the schools is all that can be desired.

Inspection work done in the Mooltan circle.

24. Mr. Thompson was on tour during the greater part of five months,—from November to the end of March, and inspected the Mooltan, Jhang, Montgomery and Muzaffargarh districts, and a portion

of Dera Ghazi Khan. The Dera Ismail Khan and Bannu districts were not visited. It is very important that every district should be visited annually. I should suppose that this might be accomplished, if the Inspector were to commence his tour, like Mr. Cooke, in the beginning of October. There may have been some special reason that interfered with an earlier move into camp, but this is not stated. Time might be saved also by calling in schools to convenient centres, when the distances are not too great, instead of examining each in its own building, though the latter plan is no doubt preferable, if it is not incompatible with the inspection of the whole circle.

Subordinate Inspecting staff, Mooltan circle.

In Mooltan, Dera Ghazi Khán and Dera Ismáil Khán, there are District Inspectors, whilst chief Muharrirs are employed in the four remaining districts.

The schools of the Dera Ghází Khán district are reported to have suffered greatly from the absence of the District Inspector, who held an officiating appointment in another department for three months, returned to his substantive post for a short time, and then obtained permanent employment elsewhere. His successor is a man of high attainments, but he also is said to be seeking employment in the civil or judicial line. When a man has done good service for a number of years in the educational department, I should be very sorry to stand in the way of his advancement, should a good opening present itself in another department. It is, however, in my opinion highly objectionable that any man should be permitted to hold the post of District Inspector with the purpose of using it as a stepping-stone to employment of a different character. It is also very undesirable that an officer in this position should be allowed to hold officiating appointments elsewhere, since it must be generally impossible, as in the present case, to make satisfactory arrangements during his absence. A District Inspector without experience and practical knowledge of the schools of the district, is of very little use, and all unnecessary changes should be avoided.

The work of the other local inspecting officers is generally commended.

Local School Committees, Mooltan circle.

Little is done as a rule by local Educational Committees, or the Municipal Committees that have taken their place. They can, however, be active on occasion, as was shewn in the case of the Dera Ghází Khán school. Some students of bad character were expelled, and joining with people of the town succeeded in causing great annoyance. They were, however, promptly repressed by the Committee.

Sub-Committees of the District Committees have been formed, or are now in process of formation, in all the districts, and have in some cases done good work.

Work of Tahsildars, Mooltan circle.

In some districts Tahsildars have paid more attention than formerly to their educational work, but in others, they have entirely neglected it. The Inspector states that they seem to view any attention bestowed on schools as extra work, which should entitle them to rewards or to certificates, and not as part of their professional duties laid down by Government. Deputy Commissioners also think it unnecessary to enforce the performance of the work in question, and content themselves with recording, in their annual reports, that it has been neglected.

CHAPTER III.

UNIVERSITY EDUCATION.

Double system of examinations.

25. The double system of examinations in the Punjab still continues, the students having the option of going up for the Entrance, First Arts, B. A. and M. A. examinations of the Calcutta University, or the corresponding examinations of the Punjab University College, and some appearing in both sets of examinations. Hitherto Government scholarships have been awarded in accordance with the results of the examinations of the Calcutta University. This, coupled with the superior prestige of the Calcutta University, as compared with an Institution that cannot confer degrees, has induced the best students to go up for these examinations. The Punjab University College, on the other hand, has offered scholarships of somewhat less value but more in number, than the Calcutta University, and thus attracted the majority of the students. In future, Government scholarships will be awarded in accordance with the results of the examinations of the Punjab University College, and the candidates for the Calcutta University examinations are likely to be few in number, though some, perhaps, will continue to present themselves until the Punjab University College is empowered to confer degrees.

Award of Government scholarships in accordance with the results of the examinations of the Punjab University College.

26. It is well known to Government that great inconvenience and confusion have been caused both in Schools and in Colleges, by the necessity of preparing students for two sets of examinations. Now that Government scholarships are to be awarded in accordance with the results of the local examinations, the Calcutta course need not be taken into consideration in determining the curriculum to be followed. It should in future be the aim of all Government and Aided Institutions for natives to prepare students for the examinations of the Punjab University College exclusively. Scholars desirous of distinguishing themselves, who may wish to appear in the Calcutta examinations also, should be allowed of course to do so, but any special preparation, that may be necessary, should be the result of independent study.

Results of the Calcutta University examinations.

27. For the Bachelor of Arts examination of the Calcutta University, there were 9 candidates, of whom 2 passed; and for the First Arts examination 12, of whom 6 passed. These were all supplied by the Lahore Government College. For the Entrance examination of the Calcutta University, Government schools sent up 56 candidates, of whom 29 passed ; Mission schools 22 candidates, of whom 8 passed ; and Bishop-Cotton school at Simla, 11 candidates, of whom 7 passed. 4 private students went up for the examination, and of these 2 were successful.

Results of the Punjab University College Arts examinations.

28. For the Honours in Arts examination of the Punjab University College, the Lahore Government College supplied 2 successful candidates. For the High Proficiency examination there were 5 candidates from the Government College, of whom 4 passed, and I from the Oriental College, who failed. For the Proficiency in Arts examination there were 24 candidates : 6 from the Government College, of whom 5 passed, 12 attending both the Government and Oriental College, of whom 6 passed, and 6 from the Oriental College, of whom 3 passed.

For the Entrance examination of the Punjab University College, there were from District schools 49 candidates in English, of whom 36 passed, and 19 in the vernacular, who were all successful. Normal schools supplied 20 vernacular candidates, of whom 16 were successful. Mission schools sent up 41 candidates in English, of whom 22 passed, and the Aided Normal school at Amritsar, 2 candidates, who passed in the vernacular. The Patiála College supplied 1 and the

Kapúrthala school 2 successful candidates in English. Of private students, 13 passed in English, and 12 in the vernacular.

Results, Special examinations, Punjab University College.

29. For the Maulaví or lower Arabic examination, there were 5 successful candidates; for the Maulavi 'Alim or middle examination 2; and for the Maulaví Fázil, or higher examination 2. In the Pragya or lower Sanskrit examination 6 candidates were successful; in the Vishárad or middle examination 2; and in the Shástri or higher examination 3. There were 63 successful candidates for the Munshi, 33 for the Munshí 'Alim, and 11 for the Munshi Fázil examinations. 5 candidates passed the Budhimán examination.

In the first examination in Law, 74 candidates from the Law classes maintained by the Punjab University College, and 7 private students, were successful, whilst 8 from the Law classes, and 1 private student, passed the final examination.

From the Medical school, 11 candidates passed the First and 5 the Final examination of Licentiate of Medicine.

In the Oriental examinations in Medicine, none of the Hakims and Baids of the Oriental College, were successful; but 2 private practitioners passed the Zubdat Ul Hukama examination.

LAHORE COLLEGE.

STAFF.

Dr. G. W. Leitner, M. A., *Principal.*

J. Sime, Esquire, B. A., *Professor.*

R. Dick, Esquire, M. A., *Professor, on furlough.*

Dr. C. R. Stulpnagel, *Professor.*

J. C. Oman, Esquire, *Professor of Natural Sciences.*

Bábú Sasí Bhú'san, Mukarjí, M. A., *Assistant Professor, and Officiating as Professor.*

J. W. D. Johnstone, Esquire, *Assistant Professor.*

Maulaví Muhammad Husain, *Assistant Professor of Arabic.*

Pandit Bhagwa'n Da's, *Assistant Professor of Sanskrit.*

Changes in the College staff.

30. Dr. Leitner held charge of the College until the 21st July, when he was appointed to officiate as Director of Public Instruction, during my absence on three months' privilege leave. Dr. Stulpnagel officiated during this period as Principal. On my return, Dr. Leitner resumed charge of the College, and held it during the remainder of the year. Mr. Sime, who had been on furlough since February 1878, rejoined in November last. Mr. Dick obtained one year's furlough in October 1878, but severe illness obliged him to apply for an extension for a second year, on medical certificate. On his return to India, he will assume charge of the Central Training College, which is to be established at Lahore. Mr. Reid, who was Officiating as Professor at the beginning of the year, left on the 19th June, to take up the appointment of Principal of the Government College at Ajmere. Maulavi Muhammad Husain was employed on special duty of a literary character, from the 21st April to the end of September. The Principal reports that the Arabic and Persian classes were successfully taught till the end of June, by Maulavi Faizul Hasan, of the Oriental College, to whom the thanks of the Department are due. It would appear, however, that this arrangement could not be continued without inconvenience, as Dr. Leitner directed the Assistant Professor to rejoin the College at the expiration of the vacation.

Statistics.

31. The average number of students on the rolls during the year was 87. At the end of the year it was somewhat less, but early in April last it had risen to 92, the increase being due, the Principal reports, to the concession to him of the discretionary power of remitting College fees. Some students attended certain classes of the Government College, but were not borne on the rolls, their names being entered in the books of the Oriental College which they were, I believe, induced to join by the offer of certain pecuniary advantages. Before the abolition of the Delhi College, there were 101 students in the Lahore College. The average attendance during the year under report was 71. The fees amounted to Rs. 1,598, against Rs. 1,459 in 1878-79, and Rs. 1,803 in the preceding year.

Results of examinations.

32. There were no candidates for the M. A. examination of the Calcutta University, but for the Honors in Arts examination of the Punjab University College, there were two candidates, who both passed satisfactorily. There were, however, five other students in the class, who did not appear in the examination. 9 students went up for the B. A.

examination, of whom 2 only were successful, and 4 out of 5 candidates passed the High Proficiency examination of the Punjab University College. For the First Arts examination of the Calcutta University, there were 12 candidates, of whom 6 were successful, and for the Proficiency in Arts examination of the Punjab University College 6 candidates, of whom 5 passed. 6 candidates also for the Proficiency examination, who attended both the Government and the Oriental College, though their names were not enrolled in the former, were successful. 3 students passed the Munshí examination of the Punjab University College; 2 went up for the Final examination in Law, and of these, 1 was successful; and for the First examination in Law, there were 21 candidates, of whom 17 passed.

The results of the Calcutta examinations are not altogether satisfactory; and taking both sets of examinations together, the percentage of passes, as compared with the total number on the rolls reading for each examination, is somewhat low. A considerable number of students, however, have devoted themselves specially to the study of law; some have left College to practice law, after passing the prescribed examination, and some to take up appointments in the public service. The number of passes in the various Arts examinations has, no doubt, been affected to some extent, by these causes. Several of the principal officers of the College staff, also, were absent during lengthened periods in the two years preceding the examinations, and this may have conduced to the failure of some of the candidates, who appeared in the Calcutta examinations.

Gift of Fossils and Minerals to the Lahore College.

33. Mr. Medlicott, Superintendent Geological Survey, Calcutta, has very kindly supplied the College with a collection of fossils and minerals arranged in a scientific manner, and this will no doubt prove of great value to the Science classes.

ORIENTAL COLLEGE.

Oriental College.

34. The Oriental College and school, maintained by the Punjab University College, are under the superintendence of Dr. Leitner. Instruction is given in Sanskrit, Arabic and Persian, and the usual branches of education are taught through the medium of Urdu and Hindí. The technical work of a Munshi is taught to the students of Persian. There are professional classes in Engineering and Medicine, and also a Shía and a Bhái class, the latter being maintained, I believe, for the purpose of training Sikh priests.

Inferior attainments of the students who join the Oriental College.

35. The Persian, Arabic and Sanskrit Departments are recruited chiefly from youths, who know little of History, Geography and Arithmetic, and who are not far advanced in Oriental studies. They are required, on joining, to devote three hours daily to the study of a classical language, which is thus made to hold, by far, the most important place in the curriculum, whilst a shorter time is set apart for the subjects of an ordinary school education, with a view to the Entrance examination in the vernacular. A student, however, who can pass the lowest examination in Persian or Arabic, together with an examination in Arithmetic, is now eligible for employment in the public service.

The Persian Department is that which bears the strongest resemblance to a Government Vernacular school. In the old indigenous *maktabs*, or Persian schools, that were formerly found in all parts of the Province, Persian literature was the only subject taught. Almost all the best teachers of these *maktabs* obtained employment when Government schools were organised, and brought their boys with them. They were afterwards sent to Normal schools, where they learnt History, Geography and Elementary Mathematics. A considerable amount of Persian literature is still taught in Government schools; but all boys are required to prepare for the Middle school examination, by which the curriculum is determined.

The experience of the Ludhiána school has shown, that an entire class of boys reading Persian for an hour and a half daily, can pass the Munshí examination at the stage now fixed for the Middle School examination; and that at a stage one year later, and one year earlier than that fixed for the Entrance examination in English, they can be prepared to pass both the Vernacular Entrance examination, as hitherto conducted, and also the Munshí 'Alim examination. If it were considered advisable to assimilate the course of study in Government schools to that pursued in the Oriental College, devoting the same amount of time daily to the study of Persian, it would be easy in Middle schools to prepare 500 or 600 students annually for the Munshí 'Alim examination, a much larger number for the Munshí examination, and, in many places, to send up candidates for the Munshí Fázil examination.

The utility of admitting to the Persian department of the Oriental College youths, such as those who now attend, offering them small scholarships, and inducing them to devote so much time to Persian, before they have received a good general education, is certainly open to question. In every other aided institution

in the Empire a good general education is insisted on in the first instance; and if this principle is a right one, it is difficult to see why it should not be followed in the Oriental College. If, however, the system adopted in that Institution is preferable, it would seem expedient to extend it to Government schools. It has, I understand, been followed to a considerable extent in the Patiála State.

Very much the same considerations seem to me to apply to the Arabic department. Here also, young men, who would probably be unable, on joining, to pass the Primary School examination, are required to devote the greater part of their time to the study of Arabic.

It appears from the report of the Superintendent, that the students attending the Persian department, belong chiefly to the writer class, or that from which appointments in Vernacular offices are filled. Of those attending the Arabic department, 13 are the sons of men of the learned classes, 15 belong to the writer class, and there are 6 others. From this it is clear that neither the Persian nor the Arabic department is composed of students drawn from special classes of the native community, and requiring special treatment. The sons of men of the hereditary learned classes are indeed much more numerously represented in Government Institutions. The Lahore Government school and its branches, for example, contain 15 sons of *Pirs*, 13 of *Mullas*, 6 of *Ulamas*, and 3 of teachers in indigenous schools, or 37 in all.

In illustration of the comparatively low attainments of the students who join the Oriental College, it may be observed that the classes in the Persian department reading for the Munshí Alim and Munshí examinations, appear from the published report to have contained 40 pupils, and to have supplied seven successful candidates for the Munshí 'Alim, six for the Entrance, and four for the Munshí examinations, a few others who passed these examinations belonging to the Arabic department. The Ludhiána High school, containing 43 students, supplied 19 successful candidates for the Munshí 'Alim examination, 19 for the Entrance examination, and 18 for the Munshí examination. From this it will be evident that, if we exclude the highest class of students, the standard not only in Mathematics, History, Geography &c., but also in Persian literature, was lower than in the Ludhiána school, although the most advanced students in the latter fell short by one year of the stage, at which a student of English is supposed to begin his College course.

Suggestion as to what classes of men should be admitted as students in the Oriental College.

36. As regards the Persian and Arabic departments, it appears to me, that no good purpose can be served by admitting any but advanced students. These might be of two classes, (1) students who combine a good school education with a fair knowledge of Oriental languages, such, for example, as the Ludhiána students, who have passed the Vernacular entrance, and the Munshí 'Alim examinations, and (2) men educated on the native system, who, though deficient in a knowledge of History, Geography, Mathematics, &c., have attained to a really high standard in Persian or Arabic sufficient to compensate for a deficiency in other subjects; men, in fact, representing the hereditary learning of the native community. There should be no difficulty in attracting such men, if sufficient inducement be offered. The best Oriental teachers of Government Schools were originally composed of men of this class. Even now in our largest schools the principal Oriental teachers include men, of whom some originally taught Arabic in indigenous schools, whilst others officiate in mosques, and others again enjoy wide reputation for their reputed skill in medicine.

Under such a system the Oriental College would be in truth the crowning edifice of the oriental education of the Pañjab, as it would be filled with picked men from the whole Province. The number of students might be smaller, but the number attaining annually to a high standard would of course be much greater. To Government Vernacular schools it would stand in the same relation as that held towards English schools by the Government College.

Award of Scholarships to students who pass the Entrance Examination in the Vernacular.

37. Government has approved of my proposal to award Government scholarships to students who pass the Entrance Examination in the Vernacular, on the same terms as to students who pass in English. This measure will afford a great stimulus to education in the higher classes of Vernacular schools, and will supply the Oriental College with the best students from Government schools, a class to whom little inducement has yet been offered to enter that Institution.

About Rs. 7,000 per annum are expended by the Punjab University College on scholarships tenable in the Oriental College, but to attract men of high oriental attainments it would be necessary probably to raise the value of the scholarships whilst reducing their number.

38. From the Arabic department two students passed the Higher, one the Middle, and three the Lower, examinations in Arabic. Several were successful in the Persian examinations.

Results of Arabic, Persian and Proficiency examinations.

The Oriental College also prepares students who have passed the Entrance examination, for the Proficiency in Arts examination in the Vernacular. Last year nine students passed this examination, but of these six apparently attended certain classes of the Government College, to which they originally belonged, though their names were enrolled in the Oriental College. At the end of the official year, there were twenty students attending classes in both Colleges, but enrolled in the Oriental College, which they were induced to join by the offer of certain pecuniary advantages.

39. To prepare Oriental students for this examination, I conceive to be a very useful work, and I should like to see the Proficiency classes filled each year with picked students from different parts of the Province, who have passed the Entrance examination. It is of course right also to encourage students, who have been brought up to the Entrance standard in the Oriental College itself, to read for the Proficiency examination, though this preliminary work appears to me to be an unnecessary waste of power. To induce men again who know English to read certain subjects in the Oriental College, I consider a great mistake, as there is no doubt that they could be taught much more effectively in the Government College.

Utility of preparing Oriental students for the Proficiency examination.

40. A small number of students also are reading for the High Proficiency examination. The utility, however, of attempting anything beyond the Proficiency examination, until there is an adequate supply of books, is at least open to question. It is expressly laid down in the Statutes, that both teaching and examination, which can not with advantage be carried on in the Vernacular, shall be conducted in English.

Inutility of preparing Oriental students for the High Proficiency examination.

41. From the Sanskrit classes two students passed the highest Sanskrit examination, one the Middle, and two the Lower examination. The students in the Sanskrit department are said to be all, with one exception, the sons of practising Pandits. Here also, it appears to me, that a fairly high standard of attainments in Sanskrit might reasonably be required before admission, in the case, at least of those, who are unable to pass the Vernacular Entrance examination. Instruction in other subjects is given through the medium of Hindi. I think also that some effort might be made to induce these men to study

Results of Sanskrit examination.

Urdú. The education that they receive is not of a very practical kind, and is hardly calculated to enable them to earn their living, and to get on in the world. This is illustrated by the fact that the services of even a good Sanskrit scholar, if he is ignorant of both English and Urdu, may be obtained for the merest pittance in this Province.

Engineering class.

42. The Engineering class contained 12 students. Of these three had passed the Entrance, in addition to purely Oriental examinations; two had passed the Entrance alone, and seven had not passed any examination. It appears to me that all students should be required to matriculate before joining this class. There appear to have been no successful candidates for the Engineering examinations, but it is stated that five will be sent up to the next first examination in Engineering. Three students of the Government College attended this class to learn Drawing, with a view to admission to the Roorkee College. Since the Engineering class was organized in April 1877, it has supplied three students to the Upper Subordinate class of the Roorkee College.

The fact that Government schools, though provided with Drawing and Surveying masters, prepare no students for the first Engineering examination, is commented on in the Oriental College report. Formerly classes were maintained in connexion with the principal Government schools, for the purpose of preparing students for the Engineering examination. It was found, however, that success in this examination did not lead to employment, and it therefore became impossible, as I have several times reported, to maintain these classes.

Hakim and Baid classes.

43. The Hakím and Baid classes each contained 12 students, but they supplied no successful candidates for the Oriental examinations in Medicine.

Portion of the cost of the Oriental College borne by Government.

44. There are a few statements in the published report on the Oriental College that seem to demand notice. It is said that the Oriental College receives as yet no pecuniary support of any kind from Government, though it is permitted to hold its classes in a wing of the Government College. Now, the Oriental College is maintained by the Punjab University College, to which a grant of Rs. 21,000 per annum, or about two-fifths of the entire income, is contributed by Government. This amount is given to assist in the work of the Institution generally, not for any specific object. It is, in fact, distributed amongst the various objects on which the funds of the Punjab University College are expended, in proportion to the expenditure on each. In

accordance with this principle, it is evident that about two-fifths of the cost of the Oriental College are borne by Government. Besides this, it occupies a considerable portion of the College building, the rent of which would represent a large sum. So far from receiving no assistance from Government, the Oriental College is more liberally supported than any other aided institution for the instruction of natives of the Punjab, and it is exempt from the conditions imposed on every other aided school or College in the Empire.

Translating and publishing department, Oriental College, compared with the Book Depôt.

45. A comparison is made between the cost of the Government translating and publishing department, and the cost of printing and selling books prepared by the staff of the Oriental College. The former is said to be Rs. 13,356, besides Rs. 5,436 for printing, or Rs. 18,792 in all. The charge for Fellowships, amounting to Rs. 5,088, is debited to the Oriental College as cost of compilation, publication is said to involve no cost, and printing charges are Rs. 1,000. We have, therefore, a charge of Rs. 18,792 in the Book Depôt against Rs. 6,088 in the Oriental College. The fact, however, is that the Book Depôt costs nothing. It is, indeed, entirely self-supporting; and the profits are more than sufficient to cover, not only the cost of compiling and circulating school books, but also various extraneous charges, not in any way connected with school work, such as the registration of books, the cost of the Vernacular Gazette &c. Books, moreover, are sold at the Depôt at a much cheaper rate than by the Punjab University College.

Comparison of cost of educating each student, Government College, with that of educating each student, Oriental College.

46. The Government College is said to cost Rs. 680 per student for 88 students, and the Oriental College about Rs. 69 per student for 196 students. The actual cost of educating each pupil in the Government College during 1878-79 was Rs. 617, if the expenditure on scholarships be taken into consideration. In this case, however, the expenditure on scholarships in the Oriental College, estimated at Rupees 7,290 for 1879, should be counted also. The Fellows too, maintained at a considerable cost, devote the greater part of their time to teaching in the Oriental College, so that the expenditure is really much higher than the Rs. 13,644 at which the Superintendent estimates it. Besides minor mistakes, however, there is a fundamental error which makes the comparison worthless. It is a principle fully recognized by Government, that in order to compare the cost of the education given in one College, with that given in another, it is necessary that the standard of admission in each case shall be approximately the same. In the

Government College all are matriculated students. In the Oriental College the majority should properly be classed as receiving Primary or Secondary instruction, and excluded from any comparison that might be made with matriculated students.

In any case, however, the cost of an English education must be higher than the cost of an Oriental education, even though the standard be approximated as closely as the nature of things will allow. A man competent to teach English literature must be highly paid, because the services of a man possessing such knowledge command a high market value. A Pandit will, as already stated, be ready to accept a mere pittance.

If native Professors alone were employed, an English College would necessarily be much more expensive than an Oriental College, though the cost would be much less than it must be when the Professors are chiefly Englishmen. In the first Educational institution in the Province, however, it is thought desirable to employ men of high culture, who have gained distinction in Universities in Europe, on the same principle that in European Universities the services of the most eminent scholars are eagerly sought for. There is, of course, a vast difference in the culture of a man who has studied English literature under an English Professor, and that of an Oriental scholar. The former must necessarily acquire a new class of ideas, and a much wider range of knowledge, than is open to the latter. He has, moreover, obtained the key of an inexhaustible store of information, contained in English books, from which the Oriental scholar is excluded.

These considerations should be borne in mind in any comparison that may be made between the cost of English and of Oriental education; but the principal objection to the comparison instituted in the present case lies in the fact that genuine College students are compared with Oriental students, who are receiving Primary or Secondary education.

Constitution and working of the Oriental College.

47 "One would imagine," we read in the report, "that all would unite in helping the Oriental College through its difficulties, instead of which it has to contend against every form of attack that ignorance, prejudice or jealousy can suggest," and again it is said, "to have been the object of persistent misrepresentation." I am not aware on what grounds this statement is made: but it is no doubt true that the opinion entertained regarding the constitution and working of the Institution by the majority of those,

whether European or Native, who are most intimately acquainted with the condition of education in the Province, is not altogether favorable. Many persons believe that the attempt to impart higher education through the medium of the vernacular, or to maintain an Oriental College, is a mistake altogether. Others, like myself, though dissatisfied in some respects with the existing state of things, are of opinion that an Oriental College is a very useful institution.

Reference is made, in the report, to the heterogeneous material of which the College is composed. This, no doubt, is one great difficulty; and the second, which is to a great extent a consequence of the first, is the multiplicity of classes. It is a simple fact that a great amount of energy is absorbed in raising slowly to a high standard, men of inferior attainments. If the Persian department were recruited exclusively from men who had passed the Entrance or the Munshí 'Alim examination, or both, which, as we have seen, is no more than school boys can accomplish, it would have much better material to work upon; and though the total number of students might be less, the number annually reaching a high standard would be much greater. The same principle might be followed, as I have already shewn, in the case of the Maulavi and Pandit classes, the standard for admission being raised, and the scholarships being, if necessary, raised in value. The abolition of the lower classes would afford savings for this purpose, and at the same time, greatly relieve the teaching staff.

Books published by the Punjab University College.

48. In this case, again, the Fellows would have more time to devote to literary work. It is said, indeed, that the Fellows wrote or compiled fifty books; and this is contrasted with the slow work of the Government translators. The comparison as to the actual amount of work done is totally misleading. Until, moreover, these books have been examined by competent persons, we are not in a position to judge of their value. In translating or adapting a work on Natural Science or History, where new ideas have to be expressed for the first time in Hindustání, technical terms must be carefully considered, and much time must be devoted to almost every sentence, if the work is to be really of use. The translation of a small book on Physiology, occupied the Medical Fellow for several years. This translation, two translations of Mathematical works, by an Assistant Professor of the Government College, and several other books published by the Punjab University College, will no doubt prove of use. Vernacular works on History and Geography, suited for College students, are those for which perhaps there has been, since the establishment of the Punjab University

College, the most urgent need. If we turn, however, to the list of Urdú text books for the examination in Arts contained in the published report, we find that, with the exception of a few books taught in Government schools, the translation of Elphinstone's History of India, published by the Aligarh Society, was the only work available. An epitome of Taylor's History was in the press, and has since been published, but it is by no means a satisfactory production. All the others are books used in Government schools, with which the student, who has passed the Entrance examination, should be already familiar. As there are six fellows, or, including the Medical Fellow, seven Fellows, and a translator, they should be able, if they have the requisite leisure, to adapt or translate many more works than the Government translators, who are three in number. The time, moreover, of two of the latter is taken up almost entirely with the Government Gazette, aud numerous books that are sent to my office must be examined, with the view of ascertaining whether they are suitable for prizes or worthy of patronage in any other form.

Condition of the Oriental College.

49. The credit of founding the Oriental College is due to Dr. Leitner. When it was placed under his superintendence, four years ago, it was badly taught, and in a very unsatisfactory condition, owing to the manner in which it had been managed during his absence. It has, no doubt, improved greatly since that date. Some of the teachers are men of considerable ability, and I have no reason to doubt that all are good workers, and anxious for its success. That the students who join are of inferior attainments is, however, incontestable. This defect is one that it is quite possible to remove, and with it would disappear the chief difficulty against which the Institution has to contend.

CHAPTER IV.

SECONDARY EDUCATION.

Statistics of schools for the Secondary education of boys.

50. The Punjab contained, at the end of the year, 227 schools for the Secondary education of boys, with 5,669 scholars on the rolls; and the average attendance during the year was 4,710. Of these, 103 containing 3,207 boys, are English schools; and 124 with 2,462 pupils are Vernacular schools. 63 of the former, containing 2,077 boys, are Government schools; 4 containing 72 boys, are Aided schools for Europeans and Eurasians; and 36 with 1,058 boys, are Aided schools for natives. All the Vernacular schools for Secondary education, are Government institutions.

Schools for Secondary education include, as already stated, High and Middle schools. There are 21 High schools, all returned as English, though one of them contains a Vernacular department. To each High school a Middle school is attached, and the two together form ordinarily one Institution for Secondary education, consisting of two departments. The High schools, however, are recruited more or less from the other Middle schools of the Province, as well as from those that are immediately attached to them. There are altogether 21 High schools, containing 414 boys, and 206 Middle schools, with 5,255 boys. 16 Districts are provided with one or more English High schools, Government or Aided, and all the remaining 16 Districts with one or more English Middle schools.

Standard of admission to Schools for Secondary education.

51. In order to obtain admission to a Middle school, a boy is required to have completed a course of Primary instruction, and to have passed the final examination, the standard of which will be found at page 53 in the Chapter on Primary Education. For admission to a High school, a boy is required to have passed the Middle school examination. In the High school he is prepared for the University Entrance examination. The course of study, as prescribed for Government schools, extends over three years in the Middle school, and two years in the High school. In the Entrance examination 114 students were successful, and in the Middle school examination 471. Of the former, 44 passed the Entrance examination of the Calcutta University and 77 that of the Punjab University College; seven students being successful in both examinations. The following is the standard laid down for the Middle school examination :—

Middle school Examination standard.

"The Middle school examination shall be the qualifying test for admission to a two years' course, ending with the Matriculation examination, or one of equal difficulty." The subjects for this examination fixed for the Province are the following :—

FOR ANGLO-VERNACULAR CANDIDATES,

English.—Translation from and into Urdú of easy passages from standard authors, and of idiomatic sentences. Grammar, *vivâ voce* reading, and caligraphy.

Arithmetic.—Including Proportion, Vulgar and Decimal Fractions, Practice, Interest, Discount, and Profit and Loss.

Mensuration.—As in the translation of Todhunter's Mensuration for beginners.

Persian.—Translation from and into Urdú of moderately easy passges in narrative style, and idiomatic sentences. Grammar, and *vivâ voce* reading.

Urdú.—Composition, Grammar, *vivâ voce* reading, and caligraphy.

Geography.—Of the world, and in more detail, that of India.

History.—Of India.

FOR VERNACULAR CANDIDATES.

The above subjects with the exception of English, instead of which, they are examined in Mathematics, including the first four books of Euclid, and in Algebra the four simple rules, Simple Equations, Extraction of the Square Root, Greatest Common Measure, and Least Common Multiple.

OPTIONAL SUBJECTS.

Arabic.—Translation into Urdú and *vice versa*, and grammar.

Sanskrit.—Translation into Hindí and *vice versa*, and grammar.

Elementary Science.—Physics Primer.

FOR CANDIDATES FROM EUROPEAN AND EURASIAN SCHOOLS.

English.—To read with fluency and expression, and explain passages from standard authors and newspapers ; to write from dictation to the same. Composition, including a short theme or letter on an easy subject. Grammar, parsing and analysis. Caligraphy.

Urdú.—Translation into English and *vice versa*, of moderately easy passages, and idiomatic sentences. Grammar. Reading and *vivâ voce* translation. Caligraphy.

Arithmetic.—Proportion, Vulgar and Decimal Fractions, Practice, Interest, Discount, Profit and Loss.

Book-keeping.—As in Chambers' Book-keeping by single entry.

Algebra.—Four simple rules, Greatest Common Measure, Least Common Multiple, Fractions and Simple Equations.

Euclid.—Books I and II, with deductions.

Mensuration.—As in Todhunter's Mensuration for Indian schools.

Geography.—Of the world, and in more detail, that of India.

History.—As in the History of England by Miss Edith Thompson.

OPTIONAL SUBJECTS.

Persian.—Translation from Persian into English, and *vice versa*, of easy passages, and idiomatic sentences. Grammar. Reading and *vivâ voce* translation of the *Muntakhab-i-Gulistán.*

Physics.—As in the Physics Primer, by Balfour Stewart.

Government English schools.

52. Amongst Government English schools the most important are District Schools, which are under the direct management of the Department. A District School is a school maintained mainly at the expense of Government, for the benefit of the District at large. It is located generally at the head-quarters of the District, but occasionally, a large town not at head-quarters, has been selected in preference. 21 Districts contain District Schools, and 2 Districts are each provided with two institutions of this description. In 8 Districts there are none. Amongst the remaining schools, which are all of the Middle class, are comprised schools under Deputy Commissioners, and Cantonment schools, the latter generally under the management of the Cantonment Magistrate. In a very few cases, the entire cost is paid from local sources. As a rule, in the case of schools under Deputy Commissioners, the Vernacular teachers are paid entirely from local sources; whilst a small grant is given by Government in aid of English tuition. The Cantonment schools for the most part receive a grant in aid of the general expenditure.

District schools.

53. Of the 63 Government English schools, nine are District High schools, and to each of them a District Middle school is attached, 17 are District Middle schools, unattached to High schools. The large towns, in which most of the District schools are situated, supply, as might be expected, the bulk of the pupils; but there are large accessions also from outlying towns and villages in Districts, where the desire for education is strongly felt. Scholarships, tenable in the District school, are awarded from local funds to some of the most promising boys in Primary schools; and many, after completing the Primary

course, are sent by their parents to the District School, without any such assistance. A certain number of scholarships, tenable in High schools, are awarded annually by competition to boys of Government schools, who pass the Middle school examination. It is very desirable that every District should supply the means of education to the University Entrance standard. Funds cannot be provided for any additional expenditure from Provincial Revenues; but every year it becomes practicable to obtain better masters on the salaries that are available; and many of those at present employed in Middle schools are quite capable of teaching to the Entrance standard. Hence it will be possible gradually to add High schools to most of the existing District Middle Schools, without incurring any great expenditure; and it is anticipated that the increase of school fees, and additional grants from local sources, will suffice to carry out this measure, and, in some cases, to provide District schools in Districts where such institutions have not hitherto been established.

Statistics of Government English schools.

54. Of the 2,077 boys borne on the rolls of Government English schools, 241 were in High schools, and 1,836 in Middle schools. 81 boys were successful in the Entrance, and 352 in the Middle school examination. Of the former, 29 passed the Entrance examination of the Calcutta University, and 55 that of the Punjab University College, 3 being successful in both examinations. The total annual cost of educating each pupil was Rs. 75, and the cost to Government Rs. 57-10.

The number of boys in High schools is certainly small; but there has been a satisfactory increase since the close of the previous year, when the two classes corresponding with those which now form the High School, contained 155 boys only. Owing to the difference in the system of returns, the total number of boys in Government Middle schools cannot be compared with the number at the close of the previous year.

Cost of education in Government English schools for Secondary education.

55. It at present costs, as stated above, Rs. 75 per annum to educate each scholar; of this amount, nearly four-fifths are paid by the State; rather more than one-ninth from school fees; about half that amount from Municipal funds; and the balance from other sources. Both the total annual cost, and the cost to the State, of educating each scholar, may be expected to diminish rapidly year by year, whilst the average standard of the education imparted improves. This will be brought about by the natural increase of attendance in Middle schools, with little additional expenditure

of any kind, and none at all by the State, whilst a very much larger proportion of boys may be looked for, as I have already intimated, in the High schools.

It has been seen that rather more than one-ninth of the cost of Secondary education in Government English schools is covered by school fees. This may seem a small proportion of the whole expenditure. It may be remarked, however, that some of the schools are situated in frontier and other backward districts, where very little can be realized. Again, though the fees may be considered low, as compared with the expenditure, they are in most cases a heavy charge on the parents, who are called on to pay them: for though the boys belong chiefly to the respectable classes, it is a small minority only, who are in really affluent circumstances; whilst, moreover, the cost of education is undergoing gradual reduction, the fees continually increase. The amount already realised in these schools would even now suffice to pay half the cost of the Secondary education, through the medium of the vernacular, of an equal number of boys; and there seems no reason why in process of time English education, imparted through native agency in Secondary schools, should not become almost as cheap as vernacular education is at present.

Results of examinations in Govt schools for Secondary education. Entrance Examination.

56. As regards the results of examinations in Government schools, it will be seen that more than half the number of students attending High schools at the beginning of the year, were successful in the Entrance examination of the Calcutta University, or of the Punjab University College, or in both. As the course of study extends over two years, and the examination takes place annually, it will of course usually happen, that less than half the boys attending a High school at the beginning of the year will appear at the Entrance examination.

Results of the Middle school examination. Government Middle schools.

57. The results of the Middle school examination held in April 1879, which were commented on in my last report, are shewn in the returns for 1879-80. By this examination, the work of 1878-79 was tested, and not that of the year under report. It serves, however, to indicate the relative standard of the schools in the early part of the year. Up to April 1879, this examination was held at a stage three years prior to the Entrance examination. In April 1880, it was held for the first time, by the somewhat higher standard recommended by the Examination Committee, appointed by Government in March 1879. The standard was raised, because the examination will now precede matriculation by two, instead of by three years. Boys who

passed by the old standard in 1879 were not, of course, required to appear again; and the candidates from Government schools at the recent examination, must have consisted almost entirely of boys who failed in 1879, or for some reason or other, did not appear in the examination. A school which sent up all the boys of the class preparing for examination in 1879 would, if all were successful, be able to supply for the examination of 1880, no candidate who had fully completed the prescribed course. Under these circumstances, the results of this examination of course afford no criterion, either of the work of the past year or the relative merits of different schools. There was, as might be expected under the circumstances, a large proportion of failures. District schools supplied 75 candidates, of whom 21 passed, and Government schools, under Deputy Commissioners, 33 candidates, of whom six were successful. It is gratifying to find that in English caligraphy, which has now been made a separate subject, for which the pass marks have been fixed at 50 per cent, there were not more than 15 failures amongst the 75 candidates from District Schools, though this has always been a weak point; whilst in Urdú caligraphy, one boy only failed to pass.

Statistics of Aided schools for the Secondary education of natives.

58. With one exception, all the 36 Aided English schools for the Secondary education of natives are Mission schools. 11 are High schools, each with a Middle school attached to it. High schools contained at the close of the year 144 scholars, and Middle schools 914. In the Entrance examination, 26 boys were successful, of whom eight passed the Calcutta University examination, and 22 that of the Punjab University College; four being successful in both examinations. 119 boys passed the Middle school examination, held in 1879, and in the Middle school examination, held in April last, after the close of the official year, 29 were successful out of 135 candidates.

The total annual cost of educating each pupil was Rs. 58-5, and the cost to Government Rs. 24-15. The two principal sources of income in these schools are the grant-in-aid, given by Government, and contributions from Mission funds, including subscriptions raised in this country, these contributions, being somewhat in excess of the grant. Fees, amount to rather less than one-twelfth of the expenditure, and a little assistance is obtained in some cases from Municipal funds.

Aided Mission schools for Secondary education.

59. The Aided Mission schools afford education of a similar character to that given in Government English schools, at a somewhat cheaper rate. The boys are prepared for the same examina-

tions, but religious instruction is in all, or almost all, cases, compulsory. The most important of these schools are, with a few exceptions, situated in large towns, at the head-quarters of districts, where Government District schools also are in existence: and they are very useful as supplementing the work of the District schools. A great portion of the community, more especially the lower classes of Hindús, will send their children as readily to a Mission, as to a Government school. More prestige attaches to the latter, but this is counter-balanced to a great extent by the lower rate of schooling fee exacted in the former. Many of the higher classes also, have no objection to send their children to Mission schools. On the other hand, there is found everywhere, a large and influential section of the people, who entertain very strong feelings on the subject. Where a District school and a Mission school exist in the same town, parents can please themselves. The spirit of emulation between the two institutions is beneficial to both, and no one has anything to complain of. In a few large towns, however, at the head-quarters of districts, there exist at present Mission schools only. Some of the most respectable inhabitants of these towns consider that they have a grievance, as they are deprived of the advantages enjoyed by other places of no greater importance. In such cases the District at large suffers also. Where there is a District school, the most promising scholars of Primary schools are sent to that institution; but Government officers cannot use their influence to encourage such boys to join a school where religious instruction is compulsory. In most such cases, the people have made an independent effort to establish a school for themselves, and this has led in several instances, to the eventual organization of a District school.

Instruction imparted in Aided schools for Secondary education.

60. The instruction given in Aided schools, as shewn by the results of the Middle school and Entrance examinations, is, on the whole, inferior to that imparted in Government schools. This is owing to the fact that it is imparted mainly by native masters, whose attainments are, on the average, inferior to those of men employed in Government schools, and in many cases also, the organization is less complete. There are, however, some very able native masters in Mission schools; and the scholars of the Upper classes, sometimes enjoy the great advantage of being taught by a highly cultivated and accomplished gentleman, who takes a deep interest in their welfare, and devotes to them a great portion of his time.

Cost of education in Aided schools compared with that in Government schools.

61. If both English and Vernacular schools are taken into consideration, the total cost and the cost to Government of educating each pupil, are much higher in Aided than in Government institutions. This is due to the fact that Vernacular is cheaper than English education, and that all the Aided schools are English schools. The total cost of educating each scholar in Aided schools is, however, less than in Government English schools, though the amount expended in proportion to the number of boys who pass the prescribed examinations, is higher in the former than in the latter. The cost to Government is much less in Aided than in Government English schools, in whatever way the comparison is made. It does not at all follow, as has been sometimes assumed, that Government schools, even of the class now under notice, might be closed, and Mission schools substituted in their place, with a great saving of expenditure to the State. The various Missions already expend as much as they are able to afford, from funds provided in England, and subscriptions raised in this country; and if any considerable portion of the money expended on Government schools were withdrawn, its place could not be supplied by the Missions, and there would be a corresponding decrease in the number of scholars at present receiving Secondary education. There is a large demand in public offices and other branches of the Government service, in Railways, and in various walks of life, for the services of men who know English, and the relation of this demand to the supply available of course regulates the rates of salary that must be paid in order to secure efficient teachers for our schools. At present the cost of English education tends, as I have already shewn, to decrease year by year; but any measure calculated to diminish the number of scholars receiving an English education, would result at the same time in raising the cost of educating those who remained.

Schools established by local efforts.

62. I have stated already that in the absence of a District school, the people sometimes establish a school for themselves. If it promises to be fairly successful, it is recommended, for a grant-in-aid. It is generally found convenient, sooner or later, to place it under the general management of the Deputy Commissioner; and hence, though originated by the effort of the people, and supported on the grant-in-aid system, it is treated as a Government school. Such a school, however, can hardly ever compare in efficiency with a District school, and the expenditure incurred from local funds on a comparatively inferior school for Secondary education, renders it difficult in some cases to make really adequate provision for Primary education.

State expenditure on University and Secondary education vindicated.

63. From this it will be seen that the idea sometimes expressed that the withdrawal of funds expended by the State on University and Secondary education would afford the means of improving the education of the masses, is altogether fallacious. It is the policy of the State to require that the cost of Primary education shall be met, in all cases, as far as possible, and where English is not taught, wholly from local sources, and the withdrawal of money expended from the Provincial Revenues on higher education, the cost of which would thereby be thrown on local funds, could result only in curtailing the amount available from local sources for the support and extension of Primary schools.

Statistics of schools for the Secondary education of boys, Umballa circle.

64. In the Umballa circle there were at the close of the year 30 English schools for the Secondary education of natives, with a roll of 789 scholars. Of these 5 are High schools, to which Middle schools are attached. The High schools of the circle contained 107 boys and the Middle schools 682. 64 boys were successful in the Entrance, and 113 in the Middle school examination.

Government schools, Umballa circle.

65. The Government schools are 22 in number. Of these, 2, with 81 scholars, are District High schools, with Middle schools, containing 127 boys, attached to them; 7 with 214 pupils, are District Middle schools, unattached to High schools; 10 containing 193 boys are schools under the management of Deputy Commissioners; and there is also the Anglo-Arabic school, which is supported from the proceeds of the Nawáb fund, or endowment given by Nawáb Itmád-ud-Dawla Fazl 'Alí Khán, for the promotion of education in the city of Delhi. It forms a Branch of the District school. From these schools 38 boys were successful in the Entrance, and 82 in the Middle school examination.

The two High schools are at Delhi and Ludhiána.

Delhi High schools.

66. The Delhi High school was very seriously affected by the sickness that prevailed in the city during the months of September, October, and November; and the Entrance class was so demoralised that 9 names only could be sent in for the Entrance examination of the Calcutta University. Two candidates were unable to appear, and of the remaining 7, who are reported to have been in an unfit state of health to undergo examination, 2 only were successful. "It will," the Inspector remarks, "be a pleasing contrast to turn to

"the results of the Punjab University College Entrance examination, held in June, "which, though a time of excessive heat, was healthy. There were 25 candidates, "and 17 passed, gaining the six highest places in the list. This was very credit-"able."

Ludhiana High school.

67. The Ludhiána High school has taken a very good place in the examinations of the year. The following are the results :—

Punjab University College Entrance Examination—candidates 19, passed 19.						
Do.	Do.	Munshí 'Alim	...	...	24,	„ 19.
Do.	Do.	Munshí...	...	...	21,	„ 18.

The students of the 5th or highest class go up for two examinations : Entrance in the Vernacular, and Munshi 'Alim, those of the fourth class for the Munshi examination. On the present occasion, however, the candidates, who presented themselves for the two former examinations, belonged to the eighth class of the old system of classification, which corresponds with the fourth class, High school, and those who went up for the Munshi examination to the seventh class, corresponding with the present third class, Middle school. In future, there will be candidates from this school for the Entrance examination in English also.

A gymnastic class, established last year in connexion with the Ludhiána District school, is reported to have proved a great success. At the end of the year, 18 boys were under instruction, and 40 had passed through a course of training, and were employed after returning home to give instruction in the schools of their own villages. The boys of the gymnastic class are entered on the rolls of the Ludhiána Middle school, and attend the classes to which they belong, during the hours devoted to vernacular subjects.

Rewari District school.

68. The Rewári school holds the third place amongst the District schools of the circle. 11 boys were sent up to the Middle school examination, out of a class of 14, and all succeeded in passing. In common with many other schools, it suffered much from sickness. Since the close of the year, a High school has been organised. None of the other District schools appear to call for special mention.

Schools for Secondary education under Deputy Commissioners, Umballa circle.

69. The aggregate attendance in the 10 schools under Deputy Commissioners, amounting to 135 boys, is very small. The best attended are at Jhajjar, Rupar, and Jagráon, and these are all promising institutions. The Sirsa school has, since the

close of the year been converted into a District school, in which there will be a Vernacular department. It is likely to exercise an important effect on the Primary education of the district, as it will supply fit scholars for training in the Normal school. Hitherto it has been impossible to supply these Primary schools with competent teachers.

Aided English schools for natives, Umballa circle.

70. The Aided English schools for natives in the Umballa circle, are eight in number. They comprise the High and Middle schools of the S. P. G. Mission at Delhi, of the American Presbyterian Mission at Umballa and Ludhiána, and the Anglo-Sanskrit Middle school, under the management of a Committee of native gentlemen, at Delhi, assisted with the advice of the Inspector. These schools supplied six successful candidates for the Entrance, and 31, of whom seven were from the Anglo-Sanskrit school, for the Middle school examination.

The Mission High school at Delhi contains nine boys, and the Middle school 47. The staff of teachers is reported to be very strong, and is aided by six University graduates belonging to the Cambridge Mission. With such a staff, the Inspector remarks, the school could and probably would, take the first place in the Province, did there not exist one serious defect, which is likely to mar its success. The Mission Primary schools, from which it is recruited, are not supplied with an efficient staff of teachers, and the boys who joined before the Primary school examination was made the test of admission, have not been properly grounded. The result is seen in the most lamentable failure in the examinations. No boys were successful in the Entrance examination of the Calcutta University, one only in that of the Punjab University College, and four only (some of whom apparently belonged to the High school) passed the Middle school examination.

The condition of the Umballa schools is reported to be unsatisfactory.

The Ludhiána schools are the most efficient of the Aided schools in the circle. There were, however, two successful candidates only for the Entrance examination. In the Middle school examination 15 candidates were successful, out of 18 who presented themselves.

Statistics of schools for the Secondary education of natives, Lahore circle.

71. The Lahore circle contained 41 schools for the Secondary education of natives, with 1,537 scholars on the rolls. There are 10 High schools, to which Middle schools are attached. High

schools contained 215 boys, and there were 1,222 in Middle schools. 56 boys were successful in the Entrance, and 240 in the Middle school examination.

Government schools, Lahore circle.

There are 28 Government schools. Four, with 108 scholars on the rolls, are District High schools, and to these Middle schools, containing 435 pupils, are attached. There are five District Middle schools with 200 boys, unattached to High schools. Of the remaining schools, eight are under the management of Deputy Commissioners, and two under Cantonment Magistrates. 37 boys passed the Entrance, and 187 the Middle school examination.

The High schools are at Hoshiarpur, Amritsar, Gurdaspur and Lahore. The number of scholars, as compared with those attending the corresponding classes in the previous year, has risen from 58 to 108.

Government High schools, Lahore circle.

72. The Hoshiarpur school had, at the end of the year, 31 pupils, against 16 in the corresponding classes at the beginning of the year. Eight boys passed one or both of the Entrance examinations, and the work has been satisfactory. The Amritsar High school contained at the close of the year 23 boys, the same number as at the beginning. There was, however, immediately afterwards, a large accession of boys from the Middle school. Eleven boys were successful in the Entrance examination. The Gurdaspur High school has been recently organised. It contained at the close of the year one class, *i. e.*, the fourth, with 11 boys. These have now been promoted to the fifth class, and will, it is hoped, appear in the ensuing examinations of the Calcutta University and the Punjab University College.

The Lahore High school is deserving of special mention. The number of boys increased from 19 to 43. There were on the whole 21 successful candidates for the Entrance examinations. 15 names were sent up for the Calcutta examination, but two candidates were prevented by sickness from appearing. Out of the remaining 13 boys, 12 passed, four being placed in the First Division and seven in the Second. This is a remarkable success, for which Mr. Staines, the Head Master, is entitled to great credit.

Government Middle schools, Lahore circle.

73. In District Middle schools there were, as already stated, 636 boys at the close of the year. This shews an increase of 33 over the numbers attending the corresponding classes at the beginning of the year. The Hoshiarpur, Gurdaspur and Gujránwála Middle schools are those

in which the principal increase has taken place. The general condition of the schools is satisfactory.

The English schools under Deputy Commissioners, and the Cantonment schools, are all small in size. The largest is the Kasúr school, in the Lahore district. The most successful in the Middle school examination was the Pasrúr school, in the Siálkot district, from which 10 candidates succeeded in passing.

Aided English schools for natives, Lahore circle.

74. There are 18 Aided English schools for natives in the Lahore circle. They are all Mission schools, and comprise the High and Middle schools of the American Presbyterian Mission at Jullundur, Lahore and Gujránwála, Scotch Mission schools at Siálkot, Church Missionary Society schools at Kaithal, Amritsar, and Wazírabad, and the Christian Boarding School at Batála, established during 1878. High schools contained 107 boys, and Middle schools 520. 19 boys were successful in one or both of the Entrance examinations, and 53 in the Middle school examination. These results compare unfavourably with those shown by the Government schools of the circle. The number of boys sent up by all the schools for the Entrance examination of the Calcutta University was 15, of whom five only were successful; no school, except Batála, passing more than one candidate. For the Entrance examination of the Punjab University College, there were 85 candidates, of whom 17 passed, the Lahore school being the most successful, with seven boys out of 12. The number who passed from this school is, however, small as compared with the number on the rolls. The Middle school at Lahore, belonging to the American Presbyterian Mission, is the largest Middle school in the Province. Out of 224 boys on the rolls, 12 only came up to the Middle school standard, whereas the Lahore Government school, with a roll of 139 boys, sent up 38 successful candidates. This is not at all satisfactory. 15 boys passed from Amritsar, which is as high a number of successful candidates as was supplied by any Mission school.

Statistics of schools for the Secondary education of natives, Rawalpindi circle.

75. There were in the Rawálpindi circle 13 English schools for the Secondary education of natives, with 330 boys on the rolls at the end of the year. Three are High schools with Middle schools attached. There were 49 scholars on the rolls of High schools, and 281 in Middle schools. Five boys were successful in the Entrance, and 60 in the Middle school examination.

Government schools Rawalpindi circle.

76. The Government schools are seven in number, including the District High and Middle schools at Gujrát, four other District Middle schools, and the Fínd Dádan Khán Middle school, under the Deputy Commissioner of Jhelum. Four boys passed the Entrance, and 41 the Middle school examination.

Gujrat High school.

77. As regards the Gujrat High school, the Inspector reports that the administration of the head master has in some respects been highly advantageous to the school; but there is a deplorable want of discipline, method and accuracy. Partly owing to this cause, and partly owing to the present demand for the services of educated young men, comparatively few complete their course of study in the High school, so as to matriculate. In the past year one student passed the Calcutta, and three the Punjab University College Entrance examination. Most of the schools have suffered more or less from the demand above referred to, and other causes connected with the war.

Aided schools for the secondary education of native, Rawalpindi circle.

78. The Aided schools are six in number, and comprise the American Presbyterian Mission High and Middle schools at Rawalpindi, the Church Mission High and Middle schools at Peshawar, and the Scotch Mission school at Gujrát. Those schools have suffered, like the Government schools, from the effects of the war. The High schools contained 11 students only, and the Middle schools 134. The Peshawar school sent up two successful candidates to the Entrance examination, and four only to the Middle school examination. The school is reported to be well managed, and the number of Muhammadan pupils tends to increase; and there are several Pathans from the district. It is unsatisfactory, however, that so few attain to the standard of the Middle school examination. From Rawalpindi, none of the scholars matriculated; but 15 passed the Middle school examination.

Statistics of schools for secondary education of natives, Multan circle.

79. In the Multan circle there are 15 schools for the Secondary education of natives. They contained 479 boys. Two are High schools, with Middle schools attached to them. There were 14 scholars on the rolls of High schools, and 465 in Middle schools. Two passed the Entrance, and 52 the Middle school examination.

Government schools Multan circle.

80. There were at the close of the year 11 Government schools. Amongst these are included District High schools, lately added to the District Middle schools at Multan and Jhang; a District Middle school at Dera Ghází Khán; and six English schools under Deputy Com-

missioners. One of the latter was closed for want of funds at the end of the year, and a Vernacular school is now maintained in its place. Two candidates only passed the Entrance examination, and 39 the Middle school examination. This is not very satisfactory, but as will appear in the next chapter, the Primary schools, from which the Middle schools are recruited, are generally in good order, and the latter may be confidently expected to improve greatly in the course of the next few years. There was indeed during this year a large increase in the numbers attending District Middle Schools which had risen from 110 attending the corresponding classes in April 1879, to 199. Of the schools under Deputy Commissioners, those at Dera Ismail Khán, Muzaffargarh and Montgomery, being at head-quarters, take to some extent the place of district schools, though the establishments are necessarily less complete. The Mughyána school forms practically a branch of the Jhang District school, from which it is only a few miles distant.

Aided Middle schools, Mooltan circle.

81. There are four Aided Middle schools, all belonging to the Church Mission. One is at Mooltan, another at Suljabád, in the same district, the third at Dera Ismail Khán, and the fourth at Bannú. They contained at the close of the year 102 scholars; and they supplied 13 successful candidates for the Middle school examination.

Comparison of the statistics of schools in the four circles.

82. Comparing the statistics of the four circles, we find that nearly half the total number of boys receiving instruction in English schools for the Secondary education of natives, and more than half the number in High schools, belong to the Lahore circle, which contains several of the best schools in the Province. In proportion to the number on the rolls, the Umballa circle has supplied the largest number of successful candidates for the Entrance examination. The Inspector has brought to my notice that in the recent Middle school examination, held in April 1880, the Umballa circle has been far more successful than the others. I have already pointed out the reasons why this examination did not afford an adequate test of the relative merits of different schools. Still the result, as far as it goes, is highly creditable to the Umballa circle. From district schools 34 per cent of the candidates were successful, against 16 per cent. in the Lahore circle, 13 per cent in Rawalpindi, and 18 per cent. in Mooltan. The Umballa circle has alone supplied any successful candidates in physics, which subject has recently been made optional for the Middle school examination. The number of students in the Rawalpindi circle is less than in any of the others, but the proportion of boys from Middle schools, who have passed

the Middle school examination, is higher than elsewhere. In the Mooltan circle the attendance is considerably larger than in Rawalpindi. There are few boys in the High schools, and the standard hitherto attained is lower than in the other circles. There are, however, as has been already shewn, good reasons to hope for steady progress.

Aided Schools for the Secondary education of Europeans and Eurasians.

83. There are 3 Aided schools for the Secondary education of Europeans and Eurasians; the Bishop Cotton school at Simla, including a High and a Middle school, the so-called "High School" at Lahore, for Europeans and Eurasians, which is really a Middle school, and that part of the boys department of the Lawrence Memorial Asylum, at Murree, which is organised as a Middle school. These schools contained 72 boys; and the total cost of educating each scholar was Rs. 310-4, or about four times the cost in Government English schools, whilst the cost to Government was Rs. 105-9, or nearly double the cost in Government English schools. The Middle school examination for European and Eurasian schools, will be held for the first time in September next.

Bishop Cotton school.

84. The Bishop Cotton school contained at the close of the year 53 scholars, of whom 29 were in the High school, and 24 in the Middle school. From the High school there were 11 candidates for the Entrance examination of the Calcutta University, of whom seven passed, and three for that of the Rurki College, of whom two were successful. The Inspector anticipates, that all the boys in the Middle school will appear in the approaching Middle school examination. The total cost of educating each pupil was Rs. 253-14, of which about Rs. 160-12 on an average were realized as school fees. The cost to Government amounted to Rs. 61-8, or slightly more than the cost in Government English schools.

Lahore High school, for Europeans and Eurasians.

85. The Middle school for Europeans and Eurasians at Lahore contained six boys only. The Inspector seemed to think that if they should remain till September, most of them would have a fair chance of passing the Middle school examination in other subjects than Urdu in which they were backward. In miscellaneous questions in Arithmetic also, they required more practice. Owing to the small number of boys, the cost of educating each scholar was very high, being no less than Rs. 458-7. According to the returns, the average fees paid by each scholar were Rs. 246-14; but it is hardly possible that they can have paid so much. Enquiry on this point has been made from the Head Master. The cost to Government was Rs. 190-15.

Lawrence Memorial Asylum, Murree.

86. The Middle school of the Lawrence Asylum contained 13 boys. At the inspection, held in September 1879, there was a considerable difference in the attainments of the boys, and they were divided into a I class and a III class, the latter preparing for the Middle school examination. The boys of the III class passed a very creditable examination in English; owing to insufficient provision for teaching Urdú, very little progress had been made in this subject. Mensuration and book-keeping had not yet been taken up. In Mathematics, they shewed some proficiency in working examples; but their apprehension of principles was imperfect. Allowance should, the Inspector observes, be made for the age, and previous training of the boys. Their progress whilst in the Middle school, has been quite satisfactory. The cost of educating each pupil was Rs. 206-5, and the entire expenditure on education throughout the Asylum was paid by Government. The total grant-in-aid indeed, paid by Government, exceeded the cost of education by Rs. 2,001. This sum, together with the income derived from private sources, was expended on the board and domestic arrangements. An exemption from the usual grant-in-aid rules has been allowed by the Supreme Government, in favor of the Asylum, in consideration of the importance, in the interest of soldiers' children, of maintaining it on an efficient footing, and the impossibility of obtaining from private sources an income sufficient to meet half the cost of education, in addition to all other charges, as the rules require.

Statistics of Vernacular Middle schools.

87. There are 124 Vernacular Middle schools, containing 2,462 boys. These are all Government institutions. There is also a Vernacular department in the Ludhiana High school, but English now forming part of the regular curriculum, the school is returned as an English school. I propose, however, in future to estimate the proportion of expenditure that should be assigned to the Vernacular department, and to treat it, for statistical purposes, as a separate school. The results of the Oriental examinations undergone by the students of this school, have been already noticed. In the Middle school examination of 1879, 465 boys from Vernacular schools were successful, out of 695 who presented themselves; whilst in April 1880, there were 230 candidates, of whom 83 passed. The results of the former examination were very satisfactory, and shewed great improvement over previous years. The number of candidates and the proportion of passes was necessarily small at the latter examination. The candidates were for the most part either boys who had failed at the lower standard of the previous year, or who for some cause had been prevented from appearing. In some cases too, boys were allowed to go up from the II Middle

school class, corresponding with the old sixth class, which prepared boys for the Middle school examination by the old standard. In future, all candidates will complete the course prescribed for the III class, before appearing in the examination.

Originally one Vernacular school was maintained by Government in every tahsil, the cost of all the rest being defrayed from the one per cent. educational cess. This cess, at first, in name at least, a voluntary contribution given by the agricultural population, soon became compulsory, and was merged eventually in the District funds. The principle has now become established, that in all towns where there is a Municipality, the cost of the Vernacular education of agriculturists shall be borne by District funds, and that the charges for non-agriculturists shall be paid by the Municipality, who will be allowed in future to reimburse themselves to some extent by means of school fees. There are, however, some Municipalities which are so poor, that they cannot pay their proper share of the educational expenditure. Vernacular schools, where there is no Municipality, are maintained from District funds. Government, instead of maintaining one school in each tahsil, as in the first instance, made for some time grants in aid of schools in Municipal towns, but during the last few years these have been almost entirely withdrawn.

The charges on account of Vernacular Middle schools are paid mainly from the District funds, which contributed during the year under report Rs. 29,806, or nearly two-thirds of the total expenditure. Municipalities contributed Rs. 9,864. The grant from the Provincial Revenues amounted to Rs. 3,913, but such payment will not be continued during the current year, except possibly in one of the frontier Districts. School fees amounted to Rs. 3,052, or rather less than one-fifteenth of the total expenditure. The total cost of educating each pupil was Rs. 18-12, and the cost to Government Re. 1-9. The latter item, as explained above, will disappear in future years.

In frontier and backward Districts, little or nothing can be levied as school fees, and throughout the Province, agriculturists are exempt from payment. In many cases too, there is considerable laxity, both in distinguishing between agriculturists and non-agriculturists, and also in levying fees from those, who are recognised as falling under the latter denomination.

The average number of boys on the rolls of each Vernacular Middle school during the past year was 20. Now supposing a Middle school to be provided with efficient teachers, competent to instruct the three classes of which the school

consists in a thorough manner, they could, teach from 80 to 90 boys quite as well as 20. Where the staff is less efficient, a comparatively large number of boys no doubt presents greater difficulties to the teachers. It is evident, however, that the majority of Vernacular Middle schools would admit of a very considerable increase to the number on the rolls, without the necessity of appointing additional masters. Hence a large decrease in the cost of educating each boy may be confidently anticipated in the course of the next few years.

Vernacular Middle schools, Umballa circle.

88. The Umballa circle contained at the close of the year 43 schools, with 810 boys. In the Middle school examination, held in April 1879, 157 boys were successful. The average number of scholars on the rolls in each school during the year was 18. The cost of educating each boy was Rs. 21-6.

The Ludhiána District contained nine schools, with 245 boys. The number of scholars was larger at the end of the year than in any other District in the Province, though the average number on the rolls during the year, and the average attendance, were higher in Jullundur and in Hoshiárpur. Fees amounted to Rs. 429, which is more in proportion to the average number on the rolls, than was collected in the great majority of Districts. Ludhiána did well in the Middle school examination, having supplied 41 successful candidates. The Umballa District contained 11 schools, with 205 scholars. There has been considerable improvement lately in the collection of fees, which amounted to Rs. 232. In the Middle school examination, 36 candidates were successful. The Gurgáon District contained nine schools, with 117 boys, so that the average number in each school was very low. Rupees 113 were collected as school fees, a very small amount. 33 boys passed the Middle school examination, which is a large proportion of the number on the rolls. Delhi contained six schools with 115 boys; 21 boys were successful in the Middle school examination. The fees amounted to Rs. 302, which is more in proportion to the number of boys, than was collected in Ludhiána. The Karnál District contained three schools, with 56 boys. 10 passed the Middle school examination. Fees amounted to Rs. 203, comparatively a very good collection, considering the number of boys. In Rohtak there were four schools, with 63 boys; 15 passed the Middle school examination. Fees amounted to Rs. 65 only. In Hissár there was one school only, with nine boys; one boy passed the Middle school examination. There are no Vernacular Middle schools in the Sirsa and Simla Districts. There is a great difference in the cost of educating each scholar

which varies from Rs. 14-7 in Ludhiána, the most advanced District, to Rs. 40-3 in the Rohtak District, where the attendance in each school is small.

Physical training of school boys.

89. The physical training of school boys is a matter of great importance that has not hitherto been systematically taken in hand. Cricket, and other athletic games, are more or less cultivated in the large District Schools, and in some cases in Vernacular schools; but no systematic and general effort in this direction has yet been made for the benefit of the Vernacular schools of the Province. Recently, however, gymnastic exercises have been introduced with great success in the Ludhiána District, and a circular has been sent to District officers, explaining what has been done at Ludhiána, and suggesting the introduction of a similar system in other Districts. Reference has been already made to this subject in the notice of the Ludhiána District High school. The following account of what has been effected, is from the pen of the Deputy Commissioner :—

"I need scarcely reiterate, what I have before so often brought to notice, that it is painful to see the loss in physique amongst the students of our schools. The police complain that they cannot get boys of the standard height, and depth of chest, to enrol in their department, and it must follow, especially in this climate, that if nothing is done to counteract the evils of a sedentary life, and incessant calls on the brain, at an age when the body requires constant air and exercise, the body must suffer. I have introduced a gymnastic teacher with appliances in 35 schools, and hope, before the year closes, to have one in every school in the District. The boys take to it with enthusiasm, and in some cases, it enlists the sympathies of all the young men and boys of the villages. It makes the schools popular, and is a means of recreation to communities, who are very much in need of the holiday element in life. A sort of training school was established at head quarters, the teacher being a boy procured from the Amritsar school. Active and strong boys from schools, who volunteered, were given two rupees per mensem and trained, and went back teachers of gymnastics on the same amount to their own schools. All schools have the parallel bars and single bars, while Middle schools have the swing in addition. The cost of both teachers and appliances is not heavy, and is borne by the District Fund."

Vernacular Middle schools, Lahore circle.

90. In the Lahore circle there were 51 schools, containing 1,119 boys. 180 boys were successful in the Middle school examination of April 1879. The average number of scholars on the rolls in each school during the year was 23, and the cost of educating each boy amounted to Rs. 17.

Jullundur contained 10 schools, with 209 boys. Fees amounted to Rs. 551, the largest collection in the Province. 49 students passed the Middle school exami-

nation, which is more than any other District was able to supply. Hoshiárpur contained eight schools, with 233 scholars. Fees amounted to Rs. 231, a small amount as compared with Jullundur. In the Middle school examination, 39 candidates were successful. The Kángra District contained two schools, with 31 boys, and passed four students. The Amritsar District contained eight schools, with 109 boys, and passed four candidates, so that both the attendance and the results were poor. The Gurdáspur District contained four schools, with 59 boys, and 17 passed the examination. The fees, amounting to Rs. 158, are comparatively high, in proportion to the number of boys. The Siálkot District, with six schools and 157 students, supplied 19 successful candidates. Lahore contained six schools, with 160 boys, and 29 passed the examination. Gujránwála, with three schools and 70 boys, passed four boys only. From Ferozepore, with four schools, and 91 boys, 10 candidates were successful. Here, as in the Umballa circle, there is a great difference in the cost of educating each scholar in different Districts. The highest charge is in Gurdáspur, where it amounts to Rs. 36-6. In Jullundur, the most advanced District, it is Rs. 18-2, a fair average rate. In Gujránwála, the cost was Rs. 10-10 only; but the educational standard is unsatisfactory.

Vernacular Middle schools, Ráwalpindi circle.

91. The Ráwalpindi circle contained 15 schools, with 281 boys on the rolls. In the Middle school examination, 96 candidates were successful. The average number of boys on the rolls in each school was 22, and the cost of educating each scholar was Rs. 15-14. The amount of fees collected in the Ráwalpindi circle was trifling. The effects of the war have caused a falling-off in the attendance generally, and the Inspector considers that discouragement has been occasioned by the addition of a year to the Middle school course, and by the depreciation of the certificate as a passport to the public service.

The Ráwalpindi District, with four schools, and 91 boys on the rolls, holds the first place. 38 boys were successful in the Middle school examination, a very satisfactory result. The Gujrát District stands next to Ráwalpindi. It contained four schools, with 84 scholars, and 28 candidates were successful in the Middle school examination. The Jhelum district contained two schools, with 40 boys, and 16 passed the Middle school examination. In the Sháhpúr District, there were three schools, and 25 boys on the rolls. In the Middle school examination 7 candidates were successful. The Peshávar and Házara Districts contained each one school. The former, with 17 scholars, supplied 2 successful candidates to the Middle school examination, and from the latter, which contained

24 boys, 5 candidates were successful. There is a vast difference in the cost of educating each scholar. In the Pesháwar school, which is in the city, there is a comparatively expensive staff, with a small attendance, and the cost of educating each boy was no less than Rs. 50-10. In Shahpur, where the average number on the rolls in each school is very low, the cost was Rs. 37; whilst in the remaining four Districts it varied from Rs. 10-13 to Rs. 13-2.

Vernacular Middle schools, Mooltan circle.

92. In the Mooltan circle there were 15 schools, with 252 boys on the rolls; 32 candidates were successful in the Middle school examination. The average number of scholars on the rolls in each school was 15, and the cost of educating each Rs. 23-1. Fees amounted to Rs. 202, of which Rs. 145 were collected in the Montgomery District. Nothing was collected in the Frontier Districts.

In the Mooltan District there were two schools, with 25 boys on the rolls, and 3 passed the Middle school examination; in Jhang, two schools with 35 boys, and 2 passed the Middle school examination. In the Montgomery District there were 2 schools, with 50 boys; 9 passed the Middle school examination. Nearly three-fourths of the fees collected in the whole circle were levied in this District, which seems to shew that there must be unnecessary laxity elsewhere. Muzaffargarh contained one school, with 12 boys only. None of them passed the Middle school examination. In Dera Ismáil Khán there were two schools, with 53 boys, and 9 passed the Middle school examination. This is satisfactory, considering the nature of the District. Dera Ghází Khán, with four schools and 50 boys, supplied 9 successful candidates for the Middle school examination. In Bannu there were two schools, with 27 boys; none of them passed the Middle school examination.

Comparison of the Vernacular Middle schools in the four circles.

93. Vernacular Middle schools in the Umballa and Lahore circles have made more progress on the whole, and contain a much larger number of scholars, than the other two circles. The cost of educating each scholar is considerably less in the Lahore than in the Umballa circle. The standard of education, as shewn by the Middle school examination of 1879, appears to be about equal. The results of the examination held in April 1880, were, as already stated, far more favourable in the District schools of the Umballa circle than in the other three circles. This is the case, also, though to a less degree, with the Vernacular Middle schools. Though the number of boys under instruction is comparatively small in the Ráwalpindi circle, and has been reduced

by the effects of the war, there are some excellent schools, and the proportion of boys who attain to the standard of the Middle school examination, is higher than elsewhere. The cost of educating each pupil is less than in any other circle.

The Mooltan schools are somewhat backward, and the average number of boys on the rolls of each school is very small. Hence the cost of educating each scholar is at present higher than elsewhere. The satisfactory condition of the Primary schools, however, from which the Middle schools are recruited, promises well for the future progress of the latter.

There were, during the year under report, no schools in the Province for the Secondary education of girls.

CHAPTER V.

PRIMARY EDUCATION.

Primary Schools for Boys.

Statistics of Primary schools for boys.

94. There were at the close of the year 1,527 Primary schools for boys in the Punjab, with 84,543 pupils; and the average attendance during the year was 65,864; of these schools 209, with 21,295 pupils are returned as English, and 1,318 with 63,248 pupils as Vernacular schools. Of the 209 English schools, 120 with 13,404 pupils are Government schools, 6 with 250 pupils are Aided schools for Europeans and Eurasians, and 83 with 7,841 pupils are Aided schools for natives. Amongst the Vernacular schools, 23 only, with 599 scholars, are Aided schools, and the remainder are Government schools.

Divisions of Primary schools.

95. All these schools, whether English or Vernacular, consist, as has been already explained, of two sections, which are termed the Upper and the Lower Divisions. In English Government schools the English language is not taught in the Lower Division; but all boys begin the study of that language on promotion to the Upper Division. The studies pursued in the Lower Division of English and Vernacular Government schools are identical. In the Upper Division, a small part of the course prescribed for Vernacular schools is omitted. This is not sufficient to compensate for the

additional labor involved in learning English; but the teaching staff in English schools is generally superior. In Aided schools for natives, the course of instruction is similar to that prescribed for Government schools, and sometimes identical. The chief point of difference is, that in many Aided schools, the study of English is begun in the Lower Division.

Standard of examinations, Primary schools.

96. The progress of all Primary schools is tested by two examinations the Upper Primary school examination, which indicates the standard which Primary schools are required to reach, and serves as an Entrance examination to schools for Secondary education; and the Lower Primary school examination, which renders a boy eligible for admission to the Upper Division of the Primary school. The standards are as follow :—

The Upper Primary school examination shall be the qualfying test for admission to a course of study to extend over three years, and ending with the Middle school examination.

Candidates from English Primary schools shall be examined in—

1. Reading with facility, and explaining a passage of any Urdú work of ordinary difficulty, and answering grammatical questions arising out of the passage.

2. Reading and explaining any of the class books studied during the preceding year, and answering questions on grammar.

3. Writing from dictation, in a clear and legible hand, with not more than four serious mistakes, ten lines from any Urdú book of ordinary difficulty.

4. Arithmetic—Practice, Square Measure, Ratio and Proportion, Rule of Three, Simple and Compound Interest.

5. Geography—Punjab, India, Asia, countries of the world, with their capitals, and chief natural features.

6 Mensuration—*Misbáh Ul Masáhat* (for Vernacular schools only).

Candidates from European and Eurasian schools shall be examined in

English.—To read at sight, with fluency and intelligence, a passage of ordinary difficulty from a book or newspaper. To write a passage to dictation.

Arithmetic.—The same as for Native schools.

Geography.— Ditto.

For the Lower Primary school examination for Native school boys, candidates shall be examined in—

1. Reading with facility, and explaining a passage from the easier parts of the *Rusím-i-Hind*, or any work of equal difficulty, not in the scheme of studies for Government schools.
2. Reading, and explaining any of the class books studied during the preceding year.
3. Writing from dictation, in a clear and legible hand, with not more than four serious mistakes, ten lines from the easier parts of the *Rusím-i Hind*, or any work of equal difficulty, not in the scheme of studies.
4. Arithmetic to Compound Division, including easy miscellaneous questions.
5. General knowledge of the maps of the Punjab and of India.

For the Lower Primary school examination for European school boys, candidates shall be examined in—

English.—To read at sight, with facility, a moderately easy book.

English.—To write to dictation from the same.

Arithmetic.—Same as for Native schools.

Geography.— Ditto.

English schools for the Primary education of natives.

97. The great majority of Aided English schools for natives are maintained by various Missions; and both these and Government English schools for Primary education are in almost all cases situated in cities, towns or cantonments, and attached to schools for Secondary education. In cities and large towns, there is generally one central school under the same management, and frequently under the same roof as the Secondary school to which it is attached, with several branches.

Statistics of English Primary schools.

98. The Government English schools were originally maintained almost entirely from the Provincial revenues, but the policy has been followed for some years past, of gradually transferring their cost to local funds,

They contained, as already stated, 13,404 boys at the close of the year, and of these, 4,115 were in the Upper, and 9,289 in the Lower Division. 679 were successful in the Upper, and 1,190 in the Lower Primary school examination.

Of the 7,641 boys in Aided English schools for natives, 1,481 boys were in the Upper, and 6,160 in the Lower Division. 170 boys were successful in the Upper, and 439 in the Lower Primary school examination. Comparing these figures, we find that of the boys attending Government schools, 30·6 per cent. are in the Upper Division, whilst 16·5 per cent. of those in the Upper, and 12·8 per cent of those in the Lower Division, passed the final examinations. In Aided schools 19·7 per cent are in the Upper Division; and 11·2 per cent of those in the Upper, and 6·9 per cent. of those in the Lower Division, passed the final examinations.

Cost of education in Primary schools, for native boys.

99. The total cost during the year of educating each pupil in Government schools was Rs. 8-3-0, and the cost to Government Rs. 3-3-0. The cost to Government however, as already explained, is undergoing a gradual course of reduction. In Aided schools for natives, the charges are nearly the same, *i. e.* total cost of educating each boy Rs. 8-2-0, and cost to Government Rs. 3-4-0. If a comparison were made in each case, between the expenditure and the number of boys successful in the Primary school examinations, the result would, of course, be very favorable to Government schools. In the case of both Government and Aided schools, about two fifths of the expenditure are at present paid by Government, whilst about one-fifth in Government schools and one-sixth in Aided schools for natives is met by school fees. In Government schools the greater part of the balance of the expenditure falls on Municipalities, though something is contributed also from District funds and other sources. The contributions given by Municipalities vary greatly in different districts. In some cases the entire expenditure, or nearly the entire expenditure is met by these contributions, supplemented by school fees, whilst in others the aid afforded by Municipalities is insignificant. The City of Lahore, for example, gives Rs. 50 per mensem only; so that the work of the schools, which are very good of their kind, is somewhat hampered for want of funds. Aided schools derive some assistance from Municipalities, but nearly one-fourth of the total expenditure comes under the head of "other sources," consisting chiefly of subscriptions and contributions made by the various Missions. The existence of

Aided Primary schools is of no financial benefit to the State; but the contributions made towards these institutions by the English public and by the Missions, relieve the native community of a portion of the educational expenditure that must otherwise be defrayed from local sources.

Government English Primary schools for native boys.

100. Comparing the statistics of the four educational circles, we find in the Government English schools of the Umballa circle 4,055 boys; in the Lahore Circle 5,993; in the Ráwalpindi circle 1,328; and in the Mooltan circle 2,028. The percentage of pupils in the Upper Division is as follows: Umballa 25·7, Lahore 33·3, Ráwalpindi 34·2, and Mooltan 30·3. Of boys who passed respectively the Upper and Lower Primary school examinations, there were, in the Umballa circle: Upper 7·6, Lower 6·4 per cent; in the Lahore circle: Upper 19·3, Lower 14·9; in the Ráwalpindi circle: Upper 20·4, Lower 16·9; and in the Mooltan circle: Upper 19·4, Lower 17·7. The total cost of educating each boy, and the cost to Government, were as follows: Umballa, total cost Rs. 8-3-0, and to Government Rs. 3-1-0; Lahore, total cost Rs. 7-15-0, cost to Government Rs. 3-4-0; Ráwalpindi, total cost Rs. 9-15-0, cost to Government Rs. 4-12-0; Mooltan, total cost Rs. 7-10-0, cost to Government Rs. 2-3-0. The most noteworthy points that may be gathered from these figures are,—first, the flourishing condition of the schools in the Lahore circle; secondly, the general inferiority of the Umballa schools to those throughout the rest of the Province, as shown both by the small proportion of boys in the Upper Division and by the results of examinations; thirdly, the satisfactory progress, but comparatively high cost, of education in the Ráwalpindi circle, due in some measure to a falling off in attendance, caused by the war; and fourthly the good educational results shewn in the Mooltan circle, where the cost to Government of educating each pupil also is far below the average. Some allowance must be made for the Umballa circle on account of the sickness that has prevailed throughout the greater part of it, during a considerable portion of the year.

Aided English Primary schools, for native boys.

101. A comparison of the Aided schools would shew results similar in some respects. The number of boys attending these schools is as follows: in the Umballa circle 1,735; Lahore circle 2,936; Ráwalpindi circle 1,198; and Mooltan circle 772. The most flourishing schools are in the Lahore circle, though they are very inferior to the Government schools in efficiency. The Umballa schools are very backward. The Mooltan schools came out better in the examinations than those of Umballa and Ráwalpindi.

The total cost of educating each pupil is, however, high as compared with Government schools in the same circle, and the cost to Government half as much again. The Ráwalpindi Aided schools have not done well in the examinations. It may be hoped that the necessity of working up to fixed standards of examination will do much to improve the efficiency of Aided Primary schools.

Primary schools for European and Eurasian boys.

102. There were at the close of the year 6 Primary schools for Europeans, containing 250 boys. Of these boys, 79 were in the Upper, and 171 in the Lower Division. The Upper and Lower Primary school examinations were held in one school only during the year under report, but will be conducted in all the schools during the current year. The total cost of educating each boy was Rs. 93-3, or nearly twelve times the cost of education in English Primary schools for natives, and the cost to Government Rs. 54-14, or 16 times that incurred in the native schools.

There are two of these schools in the Umballa circle: the Primary department of Bishop Cotton school at Simla, and the Christ Church school in the same station. The Upper Division of the former was not sufficiently advanced in Arithmetic to undergo the prescribed examination at the time of the Inspector's last visit. The Christ Church school supplies a great want, and is attended by children of clerks employed in public offices, who are unable, owing to the distance from their homes, or the higher charges, to attend Bishop Cotton school.

In the Lahore circle, also, there are two schools for Europeans: the Primary department of the so-called Lahore High School, and the boys department of the Saint James' Orphanage. From the former six boys were allowed to pass the Upper Primary school examination, though in some subjects they had not been well taught, and three boys passed the Lower Primary school examination. The state of the school is not satisfactory; but this seems due mainly to the inefficiency of the Assistant Masters. The Saint James' Orphanage is a useful institution, which it is proposed to extend and improve.

In the Ráwalpindi circle is the Primary department of the boys school belonging to the Lawrence Memorial Asylum at Murree. The boys are mostly young, half of them have joined recently, and as a rule, their previous education has been desultory and imperfect. On the whole, fair progress has been made, though the standard is not high. The Upper and Lower Primary school examinations will be held for the first time during the current year. The entire cost of

tuition, as has been stated in the Chapter on Secondary education, is paid by Government.

There is a small Primary school at Mooltan, which is attended chiefly by boys, and by a few girls also. The school is useful, and supplies a want, though the instruction is of a very elementary character.

Government Vernacular Primary schools for boys.

102. There were, as has been above stated, at the close of the year, 1,295 Government Vernacular schools for Primary education, containing 62,649 boys. Of these 15,138 were in the Upper, and 47,511 in the Lower Division. 2,350 boys were successful in the Upper and 5,541 in the Lower Primary school examination. The average attendance was 48,950. The great majority of these schools are detached schools situated in villages. 124 are attached to Middle Vernacular schools, of which they form the Primary department, being in almost all cases under the same roof and the same management. A few are Branches of such Primary schools or departments.

Sources from which they are maintained.

By far the greater portion of the cost of Primary Vernacular schools is borne by the district funds, which contributed Rs. 2,33,479, out of a total expenditure of Rs. 2,73,535. Municipalities paid Rs. 20,776; Government contributed Rs. 3,908; Rs. 13,715 were realised as school fees, and the balance was paid from other sources. The total cost of educating each boy was Rs. 4-4-0, and the cost to Government one anna.

Fees levied in them.

It will be observed that the school fees form but an insignificant part of the total expenditure. It has been the practice, however, in consideration of their contribution to the educational cess, now merged in district funds, to exempt all agriculturists from the payment of school fees. The practice, as regards non-agriculturists, varies considerably in different parts of the Province. In some districts a comparatively high fee is exacted, in others it is very low, and irregularly paid, whilst in the frontier districts generally, no fee is taken.

Their management.

The schools are under the management of Deputy Commissioners, who appoint the teachers, but considerable influence is exercised by the District Committees, who have to provide the funds.

Government Vernacular Primary Schools for native boys, Umballa circle.

104. The schools of the Umballa circle contained at the close of the year 14,586 pupils; those of the Lahore circle 26,281; of the Ráwalpindi circle 12,352; and of the Mooltan circle 9,430. The percentage of pupils in the Upper Division was in the Umballa circle 20-1; Lahore 23-8; Ráwalpindi 27-7; Mooltan 26-6; and the percentage of boys who passed the Upper and Lower Primary school examinations stands as follows:—

Umballa circle, Upper Primary 16-2, Lower Primary 9-8; Lahore Upper Primary 21-3, Lower Primary 13-1; Ráwalpindi, Upper Primary 10-5, Lower Primary 10-6; Mooltan, Upper Primary 10-9, Lower Primary 11-6. The total cost of educating each boy was as follows:—Umballa Rs. 5-1; Lahore Rs. 4-4; Ráwalpindi Rs. 3-5; Mooltan Rs. 4-9. From the above figures it will be seen that, as is the case with English schools, so also the Primary Vernacular schools of the Umballa circle are, on the whole, backward as compared with those of the Lahore circle. The total cost of educating each boy is high as compared with other circles. There is a vast difference in the condition of various districts. As regards the proportion of boys, and the results of examinations, Ludhiána holds a very high place, and the amount collected in fees is, in proportion to the total number of boys, much larger than in any other district in the Province. There has been, however, some falling off in the attendance, which has not been satisfactorily accounted for. The practice of athletics has been introduced into some of the Primary schools of this district, and is said to be very popular, both with teachers and pupils. The schools of the Umballa district contain the largest number of boys in the circle, and stand next in point of efficiency to the Ludhiána schools.

Government Vernacular Primary schools for native boys, Lahore circle.

105. The Lahore circle contains the most numerously attended and the best Primary schools in the Province. Those of the Hoshiárpur district shew the most favorable results. The Jullundur schools contain the largest number of boys, and are in a high state of efficiency. The amount of fees, too, is much larger than in any other district. The Siálkot schools also, are deserving of special mention. In the Amritsar and Lahore districts, where the schools are somewhat backward, improvement has been already effected under new District Inspectors, and greater progress may be anticipated in future. One satisfactory feature in the Lahore circle is the fact that so large a number of boys in the most advanced Districts proceed, after having completed the Primary school course, to prosecute their studies in Middle schools. Some of these boys receive small scholarships, the highest being Rs. 3, but the ordinary rate is

much lower. There were, during the year under report, 580 such students in the three districts of Jullundur, Hoshiárpur and Siálkot. Of these 262 were stipendiaries, and 318 boarders living at their own expense.

Government Vernacular Primary schools for native boys, Ráwalpindi circle.

106. The progress of education in the greater part of the Ráwalpindi district has been disturbed by the demand for labor on the railroad, and other effects of the war, combined in some districts with a sickly autumn. The proportion of boys in the Upper Division is very good for the circle as a whole, but varies greatly in different districts. In the Jhelum and Gujrát districts, the Upper Divisions contain more boys than any other district in the Province, though the total number of boys in the former district has declined. The proportion of passed students to the number on the rolls in the Upper and Lower Divisions respectively is not high; but in some of the schools, the examination by standards has not been regularly carried out. The cost of educating each boy is less than in the other circles, and in the Gujrát district, amounts to Rs. 2-9 only, which is a remarkably low rate. This is due, in some measure, to the comparatively large attendance in the Primary schools of this district.

In the Pesháwar district, education has been affected by two sickly autumns, high prices, and the general disorganization caused by the war. The Inspector considers that the schools have suffered less on the whole than might be expected from these causes, though there has been a considerable falling off in the numbers on the rolls. As regards handwriting, the Pesháwar schools compare favorably with those on the other side of the Indus, and although Urdú is to many an acquired language, the boys are not behind those of other districts in literature. In other respects, the schools are inferior. The disposition of the Mullás towards the schools, is said to differ, according to circumstances. Some are teachers, and many of the Mullá Khail send their sons to school. The teacher of Kotáb is the son of the once famous Mullá of that place, and seems to have inherited some shreds of his father's mantle. The Inspector considers that the most unsatisfactory circumstance about these schools is, that they do little or nothing for the people, beyond what they would do for themselves without the interference of Government. There is, he observes, no result at all adequate to the expenditure; though many who desire education are glad to have it provided free of cost to themselves. I do not myself see much cause for dissatisfaction. Instead of paying indigenous teachers, the people contribute to the cess from which the present teachers are paid,

and they seem to like the arrangement. In all parts of the Province, the first Government schools were, in the majority of cases, simply indigenous schools, which were taken over by Government. In the beginning, the character of the instruction imparted was similar to that which had been given in indigenous schools; but arrangements were made for training the teachers, and the schools were gradually improved. In the Pesháwar district, it has been much more difficult to introduce improved methods of tuition, and progress has been necessarily slow. There seems to me, however, to be no reason why the schools should not be gradually assimilated to those in other parts of the Province. The fact, that last year 28 boys passed the Upper Primary, and 85 the Lower Primary school examination, shews, that even now, a certain number of the boys learn subjects that could not be taught in indigenous schools; and it may be added, that these results compare favourably with those obtained in some of the more backward districts of the Umballa circle, such as Hissár and Sirsa. I look for more rapid improvement under the present Chief Muharrir, who has been recently posted to the District, and is more energetic than his predecessor. I propose also, after the termination of the war, to endeavour, in concert with the Deputy Commissioner and the Inspector, to devise some special measures for the improvement of the schools.

The number of Primary schools in the Hazára district was reduced from 24 to 15 during the year for financial reasons; but the abolition of inefficient schools was, the Inspector observes, advisable on other grounds. Money is now available, and schools are gradually established as opportunity offers. During the last two or three years, Hazára has suffered from scarcity, almost amounting to famine; and other causes have been at work to distract the attention of the people from education. Signs of improvement are now visible, and the majority of existing schools are favorably reported on; though the interest that was excited at the first establishment of the schools has died out, and is now confined to the few, who desire instruction for practical purposes.

In the Kohát district there are but two Vernacular schools. A third has been tried in several places without success. At Hangu, though the teachers are not competent to teach the Government course, there is a large attendance of boys and young men, who study according to their own pleasure; and many have obtained employment through the education that they have received here.

Government Vernacular Primary schools for boys, Mooltan circle.

107. A satisfactory feature in the Mooltan circle is the comparatively large number of boys in the Upper Division of the schools. The Mooltan district contains the largest number of schools and scholars; but the Montgomery district shews the best results, whilst the second place is held by Muzaffargarh. Efforts have been made by the Deputy Commissioner of Montgomery to enforce the payment of school fees, and Rs. 152 were collected. This sum, though small, is considerably higher than that realized in any other district of the circle. The schools of the Dera Ghazi Khán district have deteriorated, owing apparently to the removal of the District Inspector to act in another appointment. The schools of the Dera Ismáil Khán district seem to be making satisfactory progress, though they have not been regularly inspected during the year; and the Bannu schools have improved since 1878-79.

Aided Vernacular Primary schools for natives boys.

108. The only Aided Primary Vernacular schools for native boys are those maintained by the Baptist Mission at Delhi, for boys of low caste. They are 23 in number, and contained at the close of the year 599 boys. The education imparted is of an inferior character, and the discipline very lax. The schools did not contain a single boy who came up to the standard of the Lower Primary school examination. The cost of educating each boy was Rs. 6-4, as compared with Rs. 4-1 in Government Primary schools; and the cost to Government Rupee 1-1, that in Government schools being one anna.

Private schools or *Maktabs*, Pesháwar.

109. As reported last year, His Honor the Lieutenant Governor desired a few years ago that the District Committee of Pesháwar should aid the Mullás, who maintain private schools or *maktabs*. In nearly every village little boys read the Qurán, in the mosque, and occasionally some of them learn a little Persian. They do not learn to translate the Qurán, an accomplishment often beyond the power of the teacher. It was found that hardly any of these schools could be made efficient by grants-in-aid, but Mr. Christie, who was at one time in charge of the Educational business of the district, hit upon the plan of creating such schools as His Honor contemplated. As the Mullás, who have charge of them, are appointed under the authority of the Deputy Commissioner, the schools are Government schools, and are so returned. They are generally, more or less, under the patronage of same local Khán and they are, the Inspector reports, no doubt popular, as the Khán is glad to have a Mulla in his house to teach his sons, and for other purposes, and he appreciates the honor and profit of employing a servant of the Government in that capacity.

FEMALE PRIMARY SCHOOLS.

Statistics of Female Primary schools.

110. There were 328 Female Primary schools at the close of the year, containing 9,557 girls, and the average attendance was 7,359. Of these 13 with 514 scholars were English schools, and 315 with 9,043 pupils were Vernacular schools. Of the 13 English schools, 1 is a Government school attended by native Christians, 9 with 461 girls are Aided schools for Europeans and Eurasians, and 3 with 39 pupils are Aided schools for natives. Of the vernacular schools, 148 with 4,014 girls are Government schools, and 167 with 5,029 pupils are Aided schools.

Government English Female Primary school.

111. The single Government English school is in the Lahore circle, at Gujránwála. It contained at the close of the year 14 girls. The cost of educating each scholar was Rs. 59-6, of which half was paid by Government, and the balance by means of subscription, and a grant from the Municipality. This school was originally established by Mr. Cordery, then Deputy Commissioner of the district, for the benefit of the English employés of the railway and District offices, who then resided there. It has now become a purely native school, and its *raison d' etre* appears to be gone. There is no reason why the girls should not be sent to the excellent Christian boarding schools at Lahore and Amritsar, where a good education can be had at a moderate charge. The cost of educating each pupil is very high.

Aided English Female Primary schools.

112. Of the 3 Aided English schools for natives, 2 are at Kotgarh in the Simla district, under the management of the Church Missionary Society. They are very elementary in their character, and are maintained at a trifling cost. The attempt to teach English in them is absurd, and ought to be abandoned.

The third Aided English school for natives is at Lahore. This school, which is intended for the benefit of native Christians, was closed from October to January, in consequence of the transfer to Amritsar of the Lady Superintendent, who took with her all the books and records, and the majority of the pupils. The school contains 17 pupils, all in the Lower Division. The total cost of educating each pupil was enormous, amounting to no less than Rs. 263-13, whilst the cost to Government was Rs. 42-6. It would, of course, be a most unreasonable proceeding to maintain the existing rate of expenditure, if the school were to remain in its present condition. The Managers anticipate, however, that it will be well

attended hereafter; and they have, I understand, made arrangements with the view of teaching up to the standard of the Entrance examination of the Calcutta University.

A boarding school for native Christian girls of the higher classes, has been recently established at Amritsar, and contains, I believe, about 45 girls. Application has been made to Government for a grant-in-aid. It is proposed in this Institution to give a thoroughly sound education, superior to anything that has hitherto been within the reach of native girls in this Province.

There can be no doubt, that the success of the Christian girls' schools at Lahore and Amritsar, would be likely to have an important effect on the native community generally; and there is, I think, good reason to hope that such an example will lead to a desire for the establishment of schools of a superior class for Hindús and Muhammadans.

Primary schools for European and Eurasian girls.

113. Of the 9 Aided schools for Europeans and Eurasians, 1 is in Delhi, 3 are at Simla, 3 at Lahore, and 2 at Murree. They contained, as already stated, 461 pupils in all. Of these, 88 were in the Upper, and 373 in the Lower Division. The Upper and Lower Primary school examinations will be held in these schools in September next. The cost of educating each scholar was Rs. 92-10, or nearly the same as in Primary schools for European boys, and the cost to Government Rs. 46-9, which is somewhat less. The proportion of girls in the Upper Division of Primary schools is, however, much less than that of boys.

European day school for girls, Delhi.

114. The European day school at Delhi, under the Mission, is intended specially for European and Eurasian girls. Out of 54, however, whose names were on the rolls at the close of the year, 34 were native Christians. It is reported that the latter are taught apart, as the European children objected to mix with natives. Considering that this is a Mission school, that the children are all Christians, and that they learn the same subjects, and remembering also the class from which the European girls are taken, such an arrangement appears to me to be a very strange one. The instruction is very elementary. None of the girls came up to the standard of the Primary school examination; but the Inspector hopes that there will be some candidates during the current year. The cost of educating each pupil was Rs. 35-1 and the cost to Government Rs. 8-12.

115. The three Aided schools at Simla are the Auckland House school, the Mayo Industrial school, and the Roman Catholic Orphanage. They contained 220 girls, of whom 67 were in the Upper and 153 in the Lower Division. The total cost of educating each pupil was Rs. 98-5, and the cost to Government Rs. 38-8.

European girls' schools, Simla.

The Auckland House school was in a very unsatisfactory condition, at the time of the Inspector's visit in September last; but since then a well-qualified assistant Mistress has, I understand, arrived from England, so that better results may be expected during the current year. It is much to be regretted that in an Institution of this description, which is attended by girls of a comparatively high social standing, and maintained at considerable cost, none of the pupils should have advanced beyond the Primary school standard.

Auckland House school for girls, Simla.

The Mayo Industrial school is reported to be making very good progress. Both teaching and management are excellent, and the number of pupils is increasing fast.

Mayo Industrial school, Simla.

The Roman Catholic Orphanage is reported to be in good order and well taught. The highest class was ready in September last to undergo the Upper Primary school examination in all subjects except Arithmetic.

Roman Catholic Orphanage, Simla.

A fourth school, called the Christ Church school, has lately been set on foot, in connexion with the school of the same name for boys, and may be expected to do good work.

Christ Church school, Simla.

116. The three schools at Lahore are the girls' Departments of the Saint James' Orphanage, the Anarkali girls' school, and the Railway school. They contained 89 girls, of whom nine are returned as being in the Upper Division. It would appear, however, from the Inspector's report, that four girls only have really advanced beyond the Lower Primary standard. In future, of course, admission to the Upper Division will be dependent on passing the prescribed examination. The cost of educating each scholar was Rs. 87-12, and the cost to Government Rs. 37.

European girls' schools, Lahore.

The Inspector reports that the Saint James' Orphanage is quite the best in every respect, but the Anarkali girls school is not far behind it, though the attendance is very small. He questions the utility of maintaining two such schools in

close proximity; and points out, that more efficient teachers could be provided if the funds were amalgamated. This question will be taken up in connexion with the extension of the operations of the Orphanage, which is under consideration. The Railway school is much more backward than the other two; but when the Inspector visited it, the more advanced girls had been drafted into the Railway school at Mussoorie.

European girls' schools, Murree.

117. The schools at Murree are the girls' department of the Lawrence Asylum, and the Saint Michael's Convent school.

The Asylum school was classified according to the new scheme at the time of the Inspector's visit in September last, but as the examination by standards was new, it was deferred. It appeared that none of the girls could be placed in the Middle school, and that, in Arithmetic, careful teaching would be required to bring them up to the Upper Primary standard, which is comparatively high. The lower classes of girls have, the Inspector reports, been better taught than the boys. The education of the girls, he observes, is quite equal to that of most women of their class, or even of a higher class, omitting the usual smattering of languages and music; but they learnt much less than would be possible with continuous good teaching. The general management of the School mistress is excellent, and has been of much value. A good deal of time is devoted to household work and making up clothes for the Asylum.

The Convent school contained at the time of the Inspector's visit in October last, 30 girls. In May and June, the number rose to 70; but a serious epidemic broke out, seven deaths occurred, and the school was virtually closed for two months. The general arrangements appeared to be good, and the teaching adequate, except perhaps in Arithmetic; but the standard of attainments was not a high one, only two girls could be considered to belong to the Upper Primary school. Most of the girls are very young, and nearly all have been admitted recently. One reason of their backwardness on joining seems to be, that girls are commonly excused from attending Regimental schools, if their services are required by their parents, as is usually the case in a family where there are young children.

Government female Vernacular Primary schools.

118. The Government Vernacular schools are, as already stated, 148 in number, and they contained at the close of the year 4,014 scholars. Of these 12 only were in the Upper Division. The total cost of educating each pupil was Rs. 4-9 and the cost to Government 11 annas.

The majority of these schools are not in an efficient state. As a general rule, an old man of inferior attainments, on a low salary, is employed. Most of the girls are very young, and never seem to get beyond the alphabet, and the knowledge of reading, writing, and the first four rules in arithmetic, possessed by the most advanced girls, is generally of a very low order. In some districts, however, an endeavour has been made lately to render female education something more of a reality than it generally has been up to the present time.

Government female Vernacular Primary schools, Umballa circle.

119. In the Umballa circle there were 28 Government schools, containing 631 girls. Of these 18 schools with 446 girls, were in the Ludhiána district. Most of the Ludhiána schools have been recently established,—6 during the year under report. The Inspector remarks that this is the only district in his circle in which female education has made any progress, but that here it has certainly been real. There were 6 girls in the Upper Division, and several were successful in the Upper and Lower Primary school examinations. No other district in the circle contains more than 3 schools. There is a good school at Nizám-ud-din, in the Delhi district; 6 girls are in the Upper Division, and several will appear in the next Upper Primary school examination. Four were successful in the Lower examination.

Government female Vernacular Primary schools, Lahore circle.

120. The Lahore circle contained 107 schools, with 2,990 girls. None of them, however, are in the Upper Division, nor have any of the girls passed the Lower Primary school examination. The Inspector reports, however, that there now appears to be a strong disposition on the part of Deputy Commissioners, to make the education given in girls' schools a reality and not a sham, as it generally was before. In the Jullundur district, Colonel Beadon, the Deputy Commissioner, closed a number of schools, in which no real work was done, and took measures to improve the others; and he has insisted on all schools being open to inspection. Some genuine progress may now be expected. In like manner, Mr. Steel, at Ferozepore, and Mr. Gardiner, at Gurdáspur, are paying careful attention to the efficient management of the girls' schools; and though the number of the schools in these districts is small, much better results than formerly may be looked for. In Siálkot, on the other hand, there has been no improvement. The schools are still under the charge of a man who has already been reported by the Inspector to be quite incompetent, as far as his knowledge of the ordinary branches of an elementary education are concerned.

Government female Vernacular Primary schools, Ráwalpindi circle.

121. In the Ráwalpindi circle there are but 2 Government schools, which are not very successful.

Government Vernacular female Primary schools, Mooltan circle.

122. There are 11 Government schools in the Mooltan circle, of which 8 are in the Jhang district, and 3 in Montgomery. The former are chiefly in the towns of Jhang and Maghiána. None of the girls have passed the Lower Primary school examination. Hindí is taught in some of these schools with more success than Urdú. In most female schools the case is just the reverse.

Aided Vernacular female Primary schools.

123. Of 5,029 girls attending 167 Aided schools in the Province, 33 are returned as reading in the Upper Division. The cost of educating each pupil was Rs. 10-11, and the cost to Government Rs. 3-3. In Government schools, it will be remembered, the total cost was Rs. 4-9, and the cost to Government 11 annas. Many of these schools enjoy the immense advantage of being under the superintendence of European ladies, who sometimes devote their whole time to tuition. It is, however, rather surprising, under these circumstances, to find that so few girls attain to the Lower school standard in Arithmetic, for which nothing beyond the first four rules, simple and compound, is required. In reading and writing, a certain number of girls, small in proportion to the number on the rolls, do fairly well, and many know a little Persian.

Aided female Vernacular Primary school, Umballa circle.

124. There are 14 schools in the Umballa circle, containing 654 scholars. Amongst these are included two sets of Zanána classes : one at Delhi, the other at Karnál, under the management of the S. P. G. Mission. There are no means of testing the progress of the girls, who attend these classes. The remaining schools are all in the city of Delhi. Some are under the S. P. G. Mission, and the others belong to the Baptist Mission. Of the former, some are for Muhammadans, some for Hindú girls. The Muhammadan schools are making some little progress, though the education is very elementary, and there were no girls fit to appear at the Lower Primary school examination. The Hindú schools seem to have made little or no progress. Of the schools belonging to the Baptist Mission, one consists of native Christian girls. It has made very fair progress, and the girls, though backward in Arithmetic, are well up in other subjects The remaining schools are for Hindú girls of low caste, and very little has been done. The Inspector found altogether some 6 or 8 girls, who could read a little.

Aided female Vernacular Primary schools, Lahore circle.

125. The Lahore circle contained 104 Aided schools, with 2,808 pupils on the rolls. Of these girls, 20 are returned as belonging to the Upper Division, though this number would appear to include some girls who certainly could not pass the Lower examination. A portion only of the schools were examined, as some were accidentally overlooked, and others are not open to inspection. None of the girls, however, in the schools that were visited, succeeded in passing either the Upper or the Lower Primary school examination. This was due, in great measure, to the very indifferent manner in which Arithmetic is taught. There are many girls who are considerably above the standard of the Lower examination, in reading and writing.

The Indian Female Normal School and Instruction Society has schools at Amritsar, and Lahore, and at Batála in the Gurdáspur district. If the classification of the Manager is to be trusted, the schools at Batála are the most advanced in the Province, as 11 girls are shewn as belonging to the Upper Division. The schools, however, were not examined during the year under report. The schools of the Society in the above-named cities, are carefully looked after by English ladies appointed by the Society, and the Lady Lawrence girls' schools at Amritsar have been placed under the same management. A few of the girls in the schools last named, have been returned as belonging to the Upper Division, for which, however, they were not properly fitted. Amongst the Aided schools in Amritsar is the Church Mission Orphanage, a valuable institution, where domestic economy is taught, in addition to reading, writing and a little Arithmetic. There are schools also at Lahore, and at Gujranwala, under the two American Presbyterian societies. The schools at the latter town are of a very elementary character, but are reported to be fairly taught as far as they go, and carefully superintended by two very earnest ladies. There are also 34 schools at Amritsar, under the management of a Commitee, composed chiefly of native gentlemen, and the immediate charge of the Lady Superintendent of the Female Normal schools. These schools are not open to inspection. The majority of them have been provided with female teachers, trained in the Amritsar Normal school. They seem, from the report of the Lady Superintendent, to be fairly taught, but it would be satisfactory to see a fair proportion of the girls in the Upper Division. At Lahore there are 8 schools, under similar management, but they do not seem to have made much progress. The largest Primary school is at Hoshiárpur, and contains 63 girls, who have made some progress during the year.

126. The Ráwalpindí circle contained 42 schools, with 1,446 girls. Of these 26, in the Ráwalpindí District, and 13 in Jhelum, are under the auspices of Bedí Khem Singh, C.S.I. Two schools in Ráwalpindí city, and one in Peshawar, are maintained by the Missions at these stations. The Mission schools had suffered for want of the supervision of European ladies, which they formerly enjoyed. Recently, however, the Peshawar school has increased in numbers, and improved in character, under the superintendence of a lady attached to the Mission. It contained 5 girls in the Upper Division.

Aided female Vernacular Primary schools, Ráwalpindí circle.

"There is," the Inspector remarks, "nothing to commend in the organization of Bedí Khem Singh's schools, but a number of girls learn to read, and write, and so far, the results may be considered satisfactory. The work, which goes on in these schools, has often been described in these reports. The girls are mostly very young. A few of the older ones can read the prescribed books, but they prefer to learn by copying the lesson on the writing board, in the manner of indigenous Hindú schools. Books have been supplied, but they make very little use of them. To a European visiting these schools, a change of habits seems to be more urgently needed than literary education. Boys are often neatly dressed in white, but the girls are clothed in sombre unwashed garments, and their ears and noses are disfigured with heavy rings. 'That child must have enlightened parents,' I once said, seeing a little girl attired as one could wish. 'Oh, no!' they replied, 'only she is poor.' Besides reading, some fancy needle-work is done in these schools, according to the custom of the country. A certain amount of religious instruction, as well as needle-work, would be given under any circumstances, and it is not clear how much of what we see is directly due to the action of Government."

127. In the Mooltan circle there were 7 schools containing 121 girls, all in the Lower Division. These schools are in the Mooltan city, and are under the management of the wife of the Superintendent of the Mission boys' school. They are not open to inspection by men but the visitors' books show that they are frequently visited by the ladies of the station, who appear to be pleased with what they see and hear.

Aided female Vernacular Primary schools, Mooltan circle.

CHAPTER VI.

SCHOOLS FOR SPECIAL AND TECHNICAL TRAINING.

MAYO SCHOOL OF INDUSTRIAL ART, LAHORE.

Statistics.

128. The Mayo School of Industrial Art, at Lahore, contained at the close of the year 55 scholars, and the average daily attendance was 43. There were 8 Hindus, 24 Muhammadans, and 23 Sikhs. The total cost of educating each scholar was Rs. 231-10, of which Rs. 214-8 were paid by Government.

Drawing is taught to all the pupils, and at the end of the year, 4 were receiving instruction in moulding, 3 in photography, 4 in wood engraving, and 29 in carpentry. 32 of the younger scholars, including the carpentry class, learnt reading, writing and arithmetic ; 18 read a little Persian also ; and 12 were taught elementary geometry. The study of the latter subject has now been extended to the whole school.

Changes in the Staff.

129. Mr. Kipling, the Principal, returned from furlough in October last, and took over charge from Mr. Garrick, who had officiated during his absence. Mr. Kipling found the school in a generally satisfactory condition. He reports that Mr. Garrick had attended more to technical than purely theoretic instruction, and usually with success ; although in the case of the decoration of the corridor between the Lawrence and Montgomery halls, a departure from what should be considered the guiding canon of the school, *viz.*, adherence to Oriental styles of art, elicited a criticism of an unfavorable character from the Government of the Punjab.

Work done in the School of Art.
Drawing, Painting and Lithography.

130. Painting for decorative purposes was taught to 7 of the students. They made several elaborate working drawings of carpets for the Lahore jail, painted a series of large panels containing illuminated texts in the Oriental style for the Railway church, and made some successful experiments in various methods of surface decoration, notably in a revival of the system of water colour painting on wood, formerly in vogue, which allows great freedom of hand, and when protected by suitable varnish, is exceedingly durable. In *gesso* work too, a revival of an art, which consists in producing embossed ornaments on plain wood surfaces, afterwards painted or gilded,

they have done some good work, and shewn considerable faculty of original design. In oil painting, also, they have had some practice, and have painted birds and foliage with excellent effect, on gold grounds, on articles of furniture made in the school. They are reported to possess a fair general idea of decorative design, some practical facility in its application, and a technical knowledge of its various details, such as gilding, stencilling, mixing colour, &c., far in advance of any thing known outside the school.

Two of these students have obtained employment at good wages as letter and decorative painters in the Sindh, Punjab and Dehli Railway Two men, occasionally associated with this class, were sent to Simla, where they wrought for five weeks at the decoration of the Peterhoff ball-room, and obtained satisfactory estimonials from the Engineer in charge.

Shér Muhammad, the leading man among the drawing and painting students has been engaged to proceed to Gilgit in October next, to act as draughtsman to Major Biddulph, who wishes to have illustrations of the people, and the domestic life of that region. He is, the Principal remarks, one of the very few natives, he has seen, with a strongly marked vocation for pictorial art, and a love of the work for its own sake.

In the way of lithography, maps and plans have been prepared for the *Civil and Military Gazette* Press, a series of illustrations for one of the new vernacular Readers published at the Departmental Press, and part of a series illustrating the catalogues of coins in the Lahore Museum. The neat and careful draughtsmanship required for this work is, the Principal considers, a good preparation for copper-plate etching and engraving. In this branch, which will be taken up in October, he has no doubt of success. At present even ordinary address cards, bill-headings, and such things are all sent for from Calcutta. The loan of a press has been obtained from the Department of Public Works.

Wood engraving.

134. The wood engraving class had attained some proficiency under Mr. Garrick, in the elementary stages. It remained to practise the special kind of drawing required, and to find profitable and useful applications. "There are," the Principal observes, "many reasons why the Oriental wood engraver can never hope to approach the delicacies of tone and colour of modern European work, the absence of any really good printing being the first; the feeling for tone also does not exist; and any attempt to imitate this side of the Art would be a waste of labour. But in plain black and white, the earlier, and according to

some authorities, the more legitimate phase of wood cutting, there is a sufficient field. The term of a wood engraver's apprenticeship in England is seven years; the Lahore students have been at work for two only. Blocks have been cut for illustrations of natural history to be used in books published in the Government Depôt, and for advertisements for the *Civil and Military Gazette*." "It may be said," the Principal remarks, "that engraving newspaper advertisement blocks is not a very high ideal. But these are only stepping stones to something better. The printing executed in Lahore must necessarily improve, and with improvement will come a demand for ornamental and pictorial embellishments."

Terra Cotta.

132. The Principal has built a small potter's kiln, and engaged the services of a potter, and begun to make essays in terra cotta, which must, he observes, be the chief decorative material of the future architecture of the Province. Next year, he expects to have much to report in this branch. With the exception, however, of the young carpenters, who learn modelling as an adjunct to wood carving, his pupils are unanimous in the dislike of clay and plaster.

Carpentry.

133. The Principal considers that carpentry is perhaps the strongest point of the school, and he has paid particular attention to teaching the principles of design most suitable for it. Furniture has been made for the Government College, and for the Punjab Club, and many private orders have been undertaken. One student of this class has temporarily joined the staff of Captain Cole, Royal Engineer, and is employed as a draughtsman in making plans and elevations of the buildings in and about Lahore, which it is proposed to include in the measures contemplated for the restoration and preservation of the ancient architecture of India. Captain Cole, in his report on the subject, now before the Secretary of State for India, has proposed that the school should be associated with his office, and assist in the preparation of details for publication regarding the painted and ceramic decoration of the characteristic Lahore architecture, and in such restoration as may be considered desirable. Lately, the whole energies of this department have been concentrated on a large and elaborately carven shew case for the Melbourne exhibition. It has been found necessary to secure the co-operation of the wood carvers of Amritsar, as there was more work than could have been completed by the school, without such assistance, in the time available.

Earnings of the School of Art.

134. The earnings of the school from various sources, though not large, have been respectable. All materials used in remunerative work are purchased from this fund, and such things only, as

are used in drawing and theoretic training, are charged to the contingencies of the school. As a stimulus to exertion small honoraria have been given, on receipt of payment for certain work, to youths who have done well.

Drawbacks of the School of Art.

135. The chief drawbacks of the school are, the Principal observes, perhaps inherent in the classes from which the students are drawn. They include deficiency of general education, want of initiative and enterprise, and an imperfect conception of the intention and aim of the school. The worst type of pupil is the youth who has a contempt for manual work, who hopes to acquire easily the knack of tracing or copying an engineering drawing, who comes late and leaves early, who has a desultory and dawdling habit of doing what is set before him, who does not even affect an interest in it and who yet complains that he ought to receive a more liberal stipend, or be placed in some well salaried appointment. Another difficulty is that of finding out exactly how much each man does and thinks for himself. Some resign themselves to being made to do things with almost as much indifference as if they were cogs in a wheel. The Principal complains also of inveterate slovenliness, for which nothing in his Bombay experience had prepared him. It seems to be thought humiliating to wash a brush after painting, to keep a drawing clean, or to leave a bench tidy on giving over work.

Oriental architecture.

136. It is, the Principal considers, in the highest degree desirable, that more attention should be paid to the systematic study of Oriental architecture, the source and fountain head of all the Indian Arts. At present, he fears, it may be said, that the school is to some extent working from the wrong end, and that the surest way of raising the standard of indigenous art is to interest not only the workman, who carries out details, but the architect and draughtsman. Men trained in this direction would, he thinks, be certain of profitable employment. At the present moment several native Princes and others are building; and are all falling into the deplorable error of making imitations of European art. Nothing is, he observes, more certain than that the architecture of the future in India must be of the indigenous styles. Major Brandreth, the Principal of the Rúrkí College, who visited the school, and shewed great interest in the work, told the Principal that the studies at Rúrkí are strictly confined to English engineering, and yet the draughtsmen trained there design architecture. One of them indeed is now, Mr. Kipling believes, employed to design a palace for one of the Punjab Chiefs. It is no disparagement, he adds, to the draughtsmen

employed by the Public Works Department to say, that they are, as a rule, ignorant of decorative design and of Indian architecture. If the work of the Department were strictly confined to engineering, this would be a matter of little moment, but in actual fact they design the buildings which lead the native taste.

In the Bombay school, there is an architectural class which is, Mr. Kipling believes, well endowed. The better class of students is not at present attracted by the Lahore school. If three or four scholarships of from Rs. 20 to Rs. 30 were added to the by no means lavish allowances already granted, and the incumbents could be sent in the cold season to Delhi and Fattehpore Sikri, the school would, the Principal feels persuaded, gain immensely in usefulness and in prestige.

This subject would perhaps, as the Principal observes, be more properly treated as a separate proposal in a separate communication. He is, however, so strongly impressed by its importance, that he could not refrain from mentioning it in his report; and I, for the same reason, have thought it desirable to quote his remarks. I am inclined to doubt, however, whether the scholarships proposed would attract the best men, unless some definite prospect of future employment could be held out by Government.

NORMAL SCHOOLS.

Statistics of Normal schools for Masters.

137. There are three Government Normal schools for masters, at Delhi, Lahore and Rawalpindi, and an Aided Normal school at Amritsar. The former contained at the close of the year 233 students, and the latter 30. In the Government schools, the cost of educating each scholar was Rs. 70-7, of which Rs. 18-2 were paid by Government. In the Aided school the total cost of educating each pupil was Rs. 256-10, and the cost to Government Rs. 79-11.

It was hoped that the Lahore Central Training College, the establishment of which had been sanctioned by Government, would be opened in October last. Unfortunately, however, the severe illness of Mr. Dick, who had been selected for the post of Principal, has necessitated a further delay of one year.

Results of examinations, Government Normal school.

138. In the examinations for certificates of the Government Normal schools, 91 candidates were successful, against 59 in the previous year. Of these 1 obtained a certificate of the first, and 16 certificates of the second grade qualifying for the charge of Middle

Vernacular schools; and seven obtained certificates of the 3rd, and 67 of the 4th grade qualifying for the charge of Primary schools. 20 students also went up for the Entrance examination of the Punjab University College, and 16 were successful. Appearance at the latter examination is at present voluntary, and necessitates the payment of a fee of Rs. 10.

With regard to the examinations for certificates it may be noted that the rules are very severe, as the candidates are required to obtain 50 per cent of the maximum number of marks in each subject; whereas for University examinations, 33 is the ordinary percentage. Of course for a man who is to be employed as a teacher, a high standard is essential. It has, however, been found expedient to relax the rule in some cases, and to grant certificates to students, who have failed in one subject only, and done well in all others, when the Inspector and the Head Master of the Normal school are of opinion that they are likely to succeed as teachers. When the Central Training College is established, the whole question of certificates will be reconsidered, and such modifications as appear desirable will be introduced in the system of examinations, which will be extended also, so as to include the students of the Aided Normal school.

Delhi Normal school.

139. The Delhi Normal school contained at the close of the year 118 students. Three obtained Middle school teachers' certificates of the second grade; 3 obtained Primary school teachers' certificates of the third, and 17 of the fourth grade; and 3 passed the Entrance examination of the Punjab University College. The general condition of the school is satisfactory, but the students suffered much from fever during last autumn.

Lahore Normal school.

140. There were 90 scholars on the rolls of the Lahore Normal school at the end of the year. In consequence of uncertainty, as to the organization of the school, which will be modified on the establishment of the Central Training College, there were few admissions, and a consequent falling off in the number of students on the rolls, which stood at 122 at the beginning of the year. One student obtained a Middle school teacher's certificate of the first, and 10 obtained certificates of the second grade; 3 obtained Primary school teachers' certificates of the third, and 42 of the fourth grade; and 13 passed the Entrance examination of the Punjab University College. The progress made during the year has been satisfactory. The able Head Master,

Lálá Srí Rám, M. A., who had charge of the school during the early half of the year, has been appointed Private Secretary to the Mahárão Rájá of Alwar.

Rawalpindi Normal school.

141. The Ráwalpindi Normal school has improved under a new Head Master recently appointed. There has been, however, a considerable falling off in the attendance. At the commencement of the year there were 37 students, and at its close 25 only, the number of available stipends being 32. It is difficult to fill up vacancies, while good pay is offered in the Commissariat, and elsewhere, to men who would be eligible for the Normal school. 22 students went up for the Normal school examination, of whom 12 were successful. The failures were chiefly in Urdú, Persian and Arabic. Of the successful candidates, 3 obtained Middle School teachers' certificates of the second grade, and 1 a Primary school teacher's certificate of the third and 8 certificates of the fourth grade.

The Christian Vernacular Education Society's Normal school, Amritsar.

142. The Christian Vernacular Education Society's Normal school at Amritsar contains about the same number of students as in the previous year. Of the 30 students, 10 are undergoing training for English teacherships; but all are young, almost too young to be of much use for some years. Mr. Rodgers, too, prefers selecting as students of his school, youths who have not had much previous education, in order that he may be able the better to impress his own stamp on them, and have less trouble in eradicating the faults of previous bad training. Such a system, however, is not free from some obvious disadvantages. The teaching in the school is reported to have been, as usual, excellent; and several of the students have obtained employment in Government and Aided schools.

Aided female Normal schools.

143. There is one Aided Normal school for European mistresses, and there are 4 for native mistresses. The former contained 5 scholars. The cost of educating each was Rs. 232-6, and the cost to Government Rs. 72. The schools for natives contained 244 scholars. The cost of educating each pupil was Rs. 65-13, and the cost to Government Rs. 50-7.

Normal School for European Mistresses, Delhi.

144. The school for European mistresses is maintained at Delhi by the S. P. G. Mission. Its principal object is to train teachers suited for Zanáná work. The Inspector reports that there was this year one candidate only for a certifiate, and she was found to be so backward in Arithmetic, that she could not be allowed to pass. The second class of

4 girls, who will came up for examination during the current year, seemed to be much more promising. The Inspector was of opinion that the manager was not sufficiently careful in insisting upon a fair education in the case of all applicants for admission to the school. This question has since formed the subject of correspondence with the manager, who has agreed to adopt satisfactory rules regarding an entrance and subsequent examination.

Native female Normal schools.

145. Amongst the Aided schools for natives are included, one at Delhi, under the S. P. G. Mission, one at Jullundur, maintained by the Indian Female Normal School and Instruction Society, one at Amritsar, and one at Lahore. The two latter are under the management of Committees, consisting chiefly of native gentlemen, though the official element also is represented.

Mission Normal school, Delhi.

The Mission Normal school at Delhi contains two departments, one for Hindùs, the other for Muhammadans. The Inspector reports that it does not succeed in turning out competent teachers; though, it must be allowed, that the difficulties to contend with, are many and great. The women in the Muhammadan department are very much below the standard that should be required for teachers of even the most elementary schools. Those in the Hindú department examined by the Inspector could read and write well, and knew something of the map of Asia, but were very backward in Arithmetic, and could scarcely work easy sums in the simple rules.

Mission Normal school, Jullundur.

According to the returns supplied by the manager, the Mission Normal school at Jullundur contained 104 scholars. It appears, however, that this Institution consists of two departments: a Normal class containing 13 scholars only, and a number of small children, who should have been returned as belonging to the Lower Division of a Primary school. Even the Normal class can hardly be reckoned as a Normal school in the proper sense of the word, as all the girls are, with one exception, very young, some not more than 9 or 10 years of age. They appear, on the whole, to be very fairly taught, though none of them would come up to the standard of the Upper Primary school examination.

Amritsar female Normal school.

The Amritsar female Normal school contained 35 students, of whom 15 were Muhammadans, 10 Hindus, and 10 Sikhs. They are receiving instruction in accordance with the revised scheme of studies lately recommended by the Department. This school has supplied female

teachers to most of the Primary schools in the city. It is not open to inspection; but it is hoped that some means may be found to arrange for regular and periodical examinations.

Lahore female Normal school.

The Lahore female Normal school has been placed under the charge of a lady, who came from England to take up the appointment. There has been considerable improvement as regards order and discipline, and some serious defects in the general arrangement, specially in sanitary matters, have now been removed. The institution, however, can hardly be considered to be as yet in a satisfactory condition. The Lady Superintendent has had many difficulties to contend with. Doubtless as her knowledge of the language improves, and she gains more experience of the country and of the people with whom she has to deal, and learns to understand them better, she will be able to carry out all necessary reforms with comparative ease.

Industrial schools.

146. The only Industrial school which appears in the annual returns of the year under report, is the Aided school at Delhi. It contains 28 Muhammadan women, who are allowed small stipends, and receive instruction in fancy work of various kinds. The object is to supply them with an occupation that will enable them to gain a small income for themselves, when they leave the school.

There are also 2 little Industrial schools in the Lahore circle, which have been quietly doing very useful work for several years; but which do not appear in the returns for the year under report. They are maintained under the authority of the district officials, and will be shewn in future returns as Government schools. One is at Kasúr, in the Lahore district, and the other at Hoshiárpur. In both, the same sort of work is taught, *viz.*, carpet making, wood turning, and lacquer work, and at Kasúr, embroidery also. The pupils come from all classes of the people. They generally receive small scholarships, but the sale of their manufactures goes a great way towards the support of the schools which cost nothing to the State.

CHAPTER VII.

SCHOLARSHIPS.

Scholarships tenable in the Government College.

147. Scholarships tenable in the Lahore College have been hitherto awarded by Government to 1 out of every 4 of the candidates, who are successful in the Entrance and First Arts examinations of the Calcutta University. In future, the award of Government College scholarships will be determined by the results of the corresponding examinations of the Punjab University College. Scholarships are awarded also by the Senate of the Punjab University College to students, who are successful in the examinations of that Institution.

Scholarships tenable in District schools.

148. A monthly expenditure of Rupees 1,400 from Provincial revenues is sanctioned for scholarships to students of Government schools. These scholarships, with a few special exceptions, are awarded in accordance with the results of the annual Middle school examination, and are tenable on certain conditions by students, who prosecute their studies through the medium either of English or the Vernacular, in the High schools of the Province. Such scholarships are of great use, as they encourage the most promising scholars to carry on their studies to a higher standard; and they are of special benefit in the case of those who join schools at a distance from their homes. Government scholarships are allowed also to students attending the Mayo school of Industrial Art at Lahore.

Scholarships awarded by Municipalities and District Committees.

149. District Committees and Municipalities are authorized to award scholarships, not exceeding Rupees 3 per mensem, to students who have passed the Primary school examination. These scholarships are tenable in Government Middle schools, whether English or Vernacular. Boys of the agricultural class alone, are eligible for scholarships awarded by District Committees.

Special scholarships.

150. Special scholarships are awarded to boys attending the Anglo-Arabic school at Delhi, which is maintained from the proceeds of the endowment made by Nawáb Itmád-ud-Dawla Fazl 'Alí Khán.

Scholarships tenable in Normal schools.

151. Stipends are allowed to students attending Normal schools, but these may be regarded as salaries rather than as ordinary scholarships. The main portion of this charge falls on the district funds.

152. Scholarships are allowed also, though for the most part on no fixed system, to scholars attending Aided schools. They are less required than in Government schools, as boys seldom move from one Aided school to another in a distant town, with the view of reading to a higher standard.

Scholarships in Aided schools.

153. The amount expended during the year on scholarships tenable in the Lahore Government College was Rupees 13,063. Of this the sum of Rupees 6,416 was paid from Provincial revenues, Rupees 6,092 by the Punjab University College, and the balance from other sources.

Expenditure on scholarships. In the Government College.

The expenditure in Government High and Middle schools was Rupees 41,310; the amount paid by Government was Rupees 12,017, District funds contributed Rupees 24,511, and Municipalities Rupees 3,178.

In Government High and Middle schools.

In Government Primary schools for boys, Rupees 3,145 were expended; Rupees 777 from Provincial revenues, Rupees 1,812 from District funds, and Rupees 556 from Municipal funds. These scholarships are held in some cases by students who, having completed the Primary course in the Vernacular, join the Primary classes of English schools, with the view of learning the rudiments of that language, before admission to a Middle school.

In Government Primary schools.

In Government female Primary schools scarcely anything was expended.

In Government Normal schools the expenditure amounted to Rupees 12,726, of which Rupees 2,715 were contributed by Government, and Rupees 9,973 were paid from District funds.

In Government Normal schools.

In Aided, High and Middle schools the expenditure was Rupees 3,499. The greater part of this was paid from district funds, and the funds of the Missions. In Primary schools for boys, the expenditure was Rupees 792.

In Aided, High and Middle schools.

In Aided female Primary schools Rupees 2,286 were expended. Of this amount Government paid Rupees 777; Rupees 603 were contributed by Municipalities, and Rupees 906 from other sources, chiefly Mission funds. In many of these Aided female schools, a very objectionable practice exists of giving pice indiscriminately to little girls, to induce them to attend, without any reference to the progress that is made.

In Aided female Primary schools.

In Aided Normal schools the expenditure was Rupees 5,465, of which sum Rupees 1,932 were paid from Provincial revenues, Rupees 1,825 by Municipalities, and Rupees 1,708 from other sources, chiefly Mission funds.

In Aided Normal schools.

CHAPTER VIII.

EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

154. During the year under report, 34 students left the Government College. 17 obtained employment on salaries varying from Rupees 22 to Rupees 100, and of the average value of Rupees 51-9-5 per mensem. Of these 8 hold educational appointments, of which 4 are in the department and 1 in Kapúrthala territory. Seven are employed in various branches of the Government service and 2 in Kashmir territory. One student has become a pleader, and 8 have become Mukhtars. One, a son of the Reverend Golak Náth of Jullundur, has gone to England, with the view of being called to the Bar. Three are reading for the pleader's examination. One of these, Sardar Gurbachan Singh, has been enrolled as an accepted candidate for an appointment as Extra Assistant Commissioner. One has joined the Medical school. One is working as an office apprentice. One is in search of employment, and the occupation of 1 is not known. Sardar Gurdiyal Singh, who greatly distinguished himself in the Entrance and Proficiency examinations, has been nominated as a probationer for the Native Civil service.

Employment of matriculated students.

32 students of district schools discontinued their studies after passing the Entrance examination of the Calcutta University or the Punjab University College. These all obtained employment; 16 who passed in English on salaries varying from Rupees 15 to Rupees 80 per mensem, and averaging Rupees 30; and 16, who passed in the Vernacular, on salaries ranging from Rupees 10 to 20 per mensem, and averaging Rupees 13-6-0.

155. Of scholars attending district schools, who left without passing the Entrance examination, 136 have obtained employment in the Government service, on salaries averaging Rupees 16-10-2 per mensem. From Vernacular schools 413 students have obtained appointments under Government, on salaries averaging Rupees 12-5-7 per mensem. There has been a considerable increase, both in the number of Vernacular students who have been employed and in their average rate of salary.

Employment of unmatriculated students.

CHAPTER IX.

BOOKS.

Text Books.

156. The Committee on English text books has decided, during the year, on the expediency of making certain alterations in the First English Reader compiled by Mr. Dick. Three other Readers, by Messrs. Pearson, Sime and Stulpnagel, are in course of preparation, and two of these will be published very shortly.

Further experiments in lithographic printing, on the system described in my last report, have been made, but have hardly met with the success that I anticipated. The most economical plan that can be adopted in the case of books that have a very large circulation will certainly be to obtain from England photozincographic plates, from which any number of impression can be taken in this country. This will afford relief to the lithographic Press, which is at present quite unable to supply the demands that are made upon it.

I have devoted considerable time to the introduction of an improved system of writing and punctuation, applicable both to lithography and photozincography. In almost all books ordinarily lithographed in this country, the words are so run together that reading is made an unnecessary labour to the adult, no less than to the school boy. Under the new system, there is a clear space between all the words, whilst at the same time special arrangements have been made by which the amount of matter contained in each page is very much increased. This and other measures calculated to insure an adequate supply of improved Vernacular and Persian text books at a cheap rate, will be more fully noticed in my next report.

Assets and liabilities of the Book Depôt.

157. At the beginning of the year the assets of the Book Depôt and the Educational Press amounted to Rs. 1,52,455-5-0, or excluding the value of books received for sale from the Secretariat, to Rs. 1,18,106-14-2, and the liabilities, after allowing for the cost of the registration of books and translating matter for the Urdu Gazette, to Rs. 14,789-14-10.

In the assets are included cash in hand—Rs. 2,428-14-2; outstandings Rs. 12,577-11-7; stock purchased by the Depôt, Rs. 82,390-4-5; tools and plant, printing paper and printed forms, Rs. 20,710-0-0; besides books received for sale from the Secretariat, and valued at Rs. 34,348-6-10. The liabilities include sums due by the Depôt to Government and to private persons.

During the year under report Rs. 49,755-12-6 were received from Government; printing paper of the estimated value of Rs. 7,839-11-8 was received from the Superintendent of Stationery, Calcutta; and books and printing materials of the value of Rupees 2,691-10-0 were purchased on credit. The total liabilities incurred during the year amounted to Rs. 60,287-2-2. From this should be deducted Rupees 2,900 on account of paper for the vernacular Gazette; Rupees 2,100, the approximate cost of translating matter for the same; Rupees 1200, allowed by Government for the registration of books, under Act XXV of 1867; and Rupees 9,046-11-3, the value of books supplied to libraries and for prizes, or Rupees 15,246-11-3; thus reducing the liabilities incurred during the year to Rupees 45,040-6-11.

The sum of Rupees 46,596-7-7 was paid into the treasury (besides Rupees 642-3-7 on account of the sale proceeds of books received from the Secretariat, making Rupees 47,238-11-2 in all); Rs. 2,761-7-9 were credited to the Educational Press in the books of the Accountant General by transfer entries; Rs. 3,553-1-4 have been advanced for books and articles for the Press; Rs. 2,756-11-9 were applied to the payment of debt incurred during the previous year; books of the value of Rs. 9-1-0 were carried to profit and loss; and printing materials of the value of Rupees 2,559-8-0 (Nagri type and an Albion Press) were transferred to the Jail and the Civil Secretariat Presses, making a total of Rupees 58,236-5-5 (exclusive of the sum realized and paid into the Treasury on account of books received from the Secretariat). Hence it will be seen that the payments made during the year exceeded the liabilities incurred by Rs. 13,195-14-6, and the liabilities still existing at the end of the year, were thus reduced to Rs. 1,574-0-4.

The assets at the close of the year amounted to Rupees 1,44,911-1-7, or, excluding the value of books received from the Secretariat, to Rs. 1,09,760-13-7 or Rupees 8,346-0-7 less than at the beginning of the year. Deducting this latter sum from Rs. 13,195-14-6, the amount by which the liabilities have been reduced, during the year, we obtain Rs. 4,849-13-11, which represents approximately the profit of the Depôt.

No official books paid for from the Imperial Revenue were received for sale during the year. Of those already in stock, books of the value of Rs. 1,597-8-0 were supplied to the public service, and books, amounting to Rs. 498-8-0, were sold to the public. The sum of Rs. 130-0-6 was realized by the sale of old official books received from different offices.

Statement showing the financial operations of the Depôt.

158. The annexed statement shews the financial operations of the year in greater detail :—

	Rs.	A.	P.	Rs.	A.	P.
Assets at the beginning of the year.						
Cash...	2,428	14	2			
Stock	1,16,738	11	3			
Outstandings	12,577	11	7½			
Tools and plant, &c. ...	20,710	0	0			
				1,52,455	5	0
Amount drawn from the treasury.						
Pay of Curator and establishment, including translators	11,841	8	10			
Contingencies of the Book Depôt	2,574	0	6			
Purchase of books, including Rs. 9,040 debited to the Book Depôt by the Accountant General in the accounts for 1878-79 for books received from England during 1879-80	17,743	2	8			
Pay of Educational Press Establishment	9,819	5	10			
Press Contingencies ...	7,777	10	8			
	49,755	12	6			
Deduct.						
Value of Prize books supplied to Government College and Schools adjusted in the mode indicated in Punjab Government Order No. 1802, dated 30th May 1879 4,810-5-4						
Do. Supplied to the Director's office Library, Do. 73-2-0						
Do. Supplied to the libraries of Government College and Schools Do. 4,163-3-11	9,046	11	3			
				40,709	1	3
Official books brought on to stock.						
From the Civil Secretariat,	1,094	8	9			
From the office of Financial Commissioner, Punjab ...	349	8	0			
				1,444	0	9
Printing paper received from the office of Superintendent of Stationery, Calcutta.						
Estimated value of printing paper received from the Superintendent of Stationery, Calcutta ...	...	...	...	7,839	11	8
Debts not adjusted at the close of the year.						
Debts incurred	...	...	...	2,691	10	0
Profit of the Depôt ...	...	...	...	4,849	13	11
Total ...	...	...	...	2,09,989	10	7

	Rs.	A.	P.	Rs.	A.	P.
Paid into Treasury.						
Sale proceeds of books paid into Bank of Bengal, Lahore ... 45,687-7-8						
Amount received on account of postage of books sold, paid into Bank of Bengal, Lahore 414-5-3						
Miscellaneous ... 89-15-6						
Amount received on account of registration fee of copyright of books, under Act XXV of 1867 ; Rs. 58, paid into Bank of Bengal, Lahore, and Rupees 26 into the Bank of Bengal, Delhi ... 84-0-0						
Proceeds of Educational press ... 962-14-9	47,238	11	2			
Adjusted by transfer entry.						
Proceeds of the Educational Press ...	2,761	7	9			
				50,000	2	11
Advanced for books ...	...	...	...	3,553	1	4
Debts paid	...	...	...	2,756	11	9
Miscellaneous.						
Estimated value of paper expended in printing the Urdû Gazette	2,900	0	0			
Approximate cost of translating the Punjab Gazette.	2,100	0	0			
Cost of registration of books	1,200	0	0			
Value of books carried to profit and loss	9	1	0			
Nagri type transferred to the Jail Press... 2,109-8-0						
Printing Press transferred to the Civil Secretariat Press 450-0-0	2,559	8	0			
				8,768	9	0
Cash	575	0	4			
Stock	1,15,883	10	10			
Outstandings ...	12,372	6	5			
Tools and plant, &c.,	19,080	0	0			
				1,44,911	1	7
Total Rupees ...	...	...	...	2,09,989	10	7

Books brought on stock.

The Statement given below, shows the value of English and Vernacular books brought on to stock and issued during the year :—

Books.	In stock at the close of 1878-79.			Brought on stock during the year.			Total.			Issued during the year.			Balance at the close of the year.		
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
English	74,049	3	8	25,908	5	1	99,957	8	9	21,594	9	4	78,362	15	5
Vernacular ...	42,689	7	7	44,420	12	5	87,110	4	0	49,589	8	7	37,520	11	5
TOTAL ...	1,16,738	11	3	70,329	1	6	1,87,067	12	9	71,184	1	11	1,15,883	10	

The sum of Rs. 70,329-1-6, under the head "books brought on to stock," is made up as follows :—

	Rs.	A.	A.
Value of books received from England, through the Secretary of State for India	11,011	10	0
English books purchased in India	5,551	1	9
Official books received from the Secretariat	1,094	8	9
English books delivered by the Educational press	1,582	9	9
Paper supplied by the Educational press for printing English books ..	37	8	0
English books received back	771	7	6
Vernacular books delivered by the Educational press	24,386	11	0
Official books received from the office of the Financial Commissioner	349	8	0
Vernacular books purchased in India	4,606	7	0
Ditto received as specimen copies	3	2	6
Ditto received back	1,126	8	9
Enhancement made to the prices of English books	5,859	7	4
Enhancement made to the prices of vernacular books	13,603	6	11
Discount allowed by book-sellers on vernacular books	345	0	3
TOTAL	70,329	1	6

The following is the detail of books issued :—

	Rs.	A.	P.
Sold to Deputy Commissioners	17,720	2	0
Supplied to College and School libraries	4,060	6	8
Supplied for prizes	4,151	5	0
Supplied to Director's office library	46	0	0
Supplied to Inspectors of schools for prizes and libraries	3,696	4	9
Sold to the Head Masters of District and Normal schools	12,294	8	5
Sold to the Superintendents of Regimental schools	580	13	11
Cash and miscellaneous sales	28,475	1	7¼
Sold to the Superintendents of Jails	150	6	6¼
Carried to profit and loss account	9	1	0
TOTAL	71,184	1	11

159. The following are the names of new books issued from the Educational Press, or published for the Department, during the year under report :—

Books published by the Depôt.

1. English edition of the Third Reader of the Indian Vernacular series, 2 editions.
2. English edition of the Fourth Reader of the Indian Vernacular series.
3. Muntakhabát-i-Urdú for 5th class of Vernacular Primary schools.
4. Translation of Blandford's Physical Geography.
5. Vocabulary of technical terms used in elementary Vernacular school books.
6. Punjab copy slips, Nos. 1 to 6.
7. English Primer. First thirty-three lessons.
8. Translation of Musketry Regulations for the instruction of native troops.
9. Gulistán. First two chapters. Expurgated edition.

Of the re-prints issued during the year, the following are the most important :—

		Copies.
1.	Qa'ida-i-Urdú	20,000
2.	Urdú kí pahlí kitáb	20,000
3.	Urdú kí tisrí kitáb	20,000
4.	Fársi kí pahlí kitáb	10,000
5.	Fársí kí dùsrí kitáb	10,000
6.	Zubdat-ul-Hisáb, Part I	10,000
7.	Muntakhabát-i-Gulistán	7,800
8.	Miftáh-ul-arz	5,000
9.	Inshá-i-Urdú Shikasta	5,000
10.	Mukhtasar Táríkh-i-Hind	5,000
11.	Qissas-i-Hind, Part I	5,000
12.	Ditto Part II	5,000
13	Rusúm-i-Hind	5,000
14.	Zubdat-ul-Hisáb, Part II	5,000
15.	Qawá'id-i-Urdú...	2,800
16.	Anwár-i-Sahaili	2,800
17.	Masdar-i-Fayuz...	2,800
18.	Zubdat-ul-Hisáb, Part III	2,800
19.	How to speak and write English, Part II	2,100

		Copies.
20.	Tahrír-í-Uqlaidas, Book III	1,400
21.	Tahrír-í-Uqlaidas, Book IV	1,400
22.	Misbáh-ul-Masáhat, Part II.	1,400
23.	Jabr-o-Muqábila, Part I	700
24.	Fársi ká Nisáb, for 7th class	700
25.	Miftáh-ul-adab	700
26.	Ganit Súr, Part I	700
27.	Inshá-i-Urdú (Nasta'liq)	700
28.	Muntakhabát-í-Fársí	700
29.	Táríkh-í-Saltanat-í-Inglishya, Part I	700

The aggregate value, calculated at the retail selling price, which is subject to discount at the rate of 20 per cent., of books delivered to the depôt by the Educational press, was Rupees 39,492-3-6, and the value of work executed by the Press for the offices of the Civil Secretariat, the Financial Commissioner, the Director of Public Instruction, and other persons, was Rupees 3,446-11-9.

Work done by translators.

160. The translating staff of the Book Depôt have translated 1,829 pages of original matter during the year, of which 375 pages, or about one-fifth, belonged to educational books. Besides translating matter for the Urdù Gazette, and for educational books, they revised their own translation of Dr. Roscoe's Chemistry Primer, which has just been published; a Vocabulary of Technical Terms used in elementary school books; maps of India and the Punjab; and the catalogue of the Lahore College library, which they are now carrying through the Press; corrected proofs of the Urdú Gazette; the translation of Chemistry Primer and Vocabulary of Technical Terms (2,600 pages); and reported on several books.

Books in course of preparation, or actually in the Press.

161. The following books were in course of preparation, or actually in the Press at the close of the year :—

1. Persian course for the 5th class, Primary schools.
2. Ditto for the 3rd class, Middle schools (published.)
3. Ditto for the 2nd class, Middle schools (revised edition).
4. Ditto for the 1st class, Middle schools.
5. The fourth Urdú Reader (published).
6. Urdú edition of Chemistry Primer (published).
7. Revised edition of the Primer on Physics.
8. English Readers, Nos. II and III.

9. Translation of the History of the Imperial Assemblage. (The publication of this book has been unavoidably delayed, on account of the great demand for educational books which the Educational press with its present establishment is unable to meet.)
10. English Primer, full edition.
11. Translation of Primer on Logic.
12. Arabic Course, for the 4th class, Upper schools.
13. Arabic Course, for the 5th class, Upper schools (revised edition).
14. A treatise on Persian Grammar.
15. Arabic Readers.
16. Translation of English Primer.
17. Hidáyat-un-Nahw, abridged.

CONCLUSION.

List of officers whose exertions in the cause of education have been noticed.

A list is appended of the Civil Officers, whose exertions in the cause of education have been brought to notice by the Inspectors; and of native gentlemen whose services are reported to be worthy of special notice.

List of Civil Officers who have shewn special interest in the cause of education during 1879-80.

No.	Name.	Rank and Designation.	District.
1	G. Smyth, Esquire	Deputy Commissioner	Delhí.
2	A. H. Benton, Esquire	Ditto	Karnál.
3	T. Roberts, Esquire	Ditto	Gurgáon.
4	Colonel T. F. Forster	Ditto	Hissár.
5	O. Wood, Esquire	Ditto	Rohtak.
6	Captain Lawrence	Ditto	Sirsa.
7	T. W. H. Tolbort, Esquire ...	Ditto	Umballa.
8	G. E. Wakefield, Esquire ...	Ditto	Ludhiána.
9	Major R. P. Nisbet	Ditto	Simla.
10	Colonel W. G. Davies, C. S. ...	Commissioner and Supdt. ...	Jullundur.
11	Lieut.-Colonel C. Beadon ...	Deputy Commissioner	Do.
12	Colonel C. V. Jenkins	Ditto	Kángra.
13	C. R. Hawkins, Esquire ...	Ditto	Amritsar.
14	R. Burney, Esquire	Commissioner and Supdt. ...	Do.
15	J. W. Gardiner, Esquire ...	Deputy Commissioner	Gurdáspur.
16	A. Kensington, Esquire ...	Assistant Commissioner ...	Amritsar.
17	Major A. P. Harcourt ...	Deputy Commissioner	Lahore.
18	L. Dane, Esquire	Assistant Commissioner ...	Do.
19	H. W. Steel, Esquire	Deputy Commissioner	Ferozepore.

List of Native Gentlemen who have exerted themselves in the cause of education during 1879-80.

No.	Name.	Rank and designation.	District.	Tahsil or Village.
	Umballa Circle.			
1	Lálá Rammí Mal ..	Manager Anglo-Sanskrit School.	Delhí ...	Delhí.
2	Lálá Rám Kishn Dás ..	Ditto	Ditto .	Ditto.
3	Lálá Bansí Lál	Raís Jagádharí ..	Umballa	Jagádharí.
4	Lálá Daví Chand ..	Ditto ...	Ditto	Ditto.
5	Mirzá Surayá Jáh[illegible] ..	Raís Delhí	Delhí .	Delhí.
6	Báwá Harbakhsh Singh...	Member Munl. Comttee.	Umballa ..	Rupar.
7	Jíwan Singh	Chaudrí	Ditto ..	Umballa.
8	Daví Chand .. .	Ditto	Ditto	Ditto.
9	Muhammad 'Aqíl ...	Tahsíldár	Ludhiána ...	Samrálá.
10	Lálá Rám Parshád ...	Ditto	Gurgaon	Gurgáon.
	Lahore Circle.			
1	Saíyad 'Abíd Husain ...	Tahsíldár	Jullundur . .	Phillour.
2	Sardár Ajít Singh ...	Jagírdár & Sub-Registrar	Ditto	Aláwalpur.
3	Sardár Gurbakhsh Singh	Jagírdár	Ditto .	Sháhkot.
4	Sardár Narain Singh ...	Ditto . .	Ditto ...	Kang.
5	Hírá Mal	Sáhukár	Ditto ..	Jagatpur.
6	Mohkam Chand	Ditto ..	Ditto ...	Núrmahal.
7	Qází Chánan Shah ...	Member Committee ..	Ditto ..	Ditto.
8	Muhammad Ashraf Khán	Lambardár .. .	Ditto ...	Dhogri.
9	Imám-ud-dín	Ditto	Ditto ..	Sargondi.
10	Fath Khán	Khevatdár	Ditto ...	Baghaurán.
11	Gámú Khán	Zaildár	Ditto ...	Malsián.
12	Nagíná Singh	Ditto	Ditto ...	Aur.
13	Qádar Bakhsh Khán ...	Ditto	Ditto ..	Mahatpur.
14	Sikandar Kh[illegible]	Ditto	Ditto ...	Hion.
15	Qází Karm Iláhí	Qánúngo	Ditto ...	Saloh.
16	Tábá Mal	Sáhúkár	Ditto ...	Phillour.

No.	Name.	Rank and designation.	District.	Tahsil or Village.
17	Bishambhar Dás	Sáhúkár	Jullundur ...	Mukandpur.
18	Husain 'Ali	Lambardár	Ditto ...	Madár.
19	Made Khán	Khevatdár	Ditto ...	Gharka.
20	Hirá Lál	Zaildár	Ditto ...	Músápur.
21	Deví Dittá	Lambardár	Ditto ...	Ditto.
22	Gandá Rám	Member Sub-Committee	Ditto ...	Barápind.
23	Sher Singh of Paddí ...	Ditto	Ditto ...	Ditto.
24	Bhagwán Singh	Zaildár	Ditto ...	Ditto.
25	Qutb-ud-dín	Lambardár	Ditto ...	Ladhewálí.
26	Jaikishn Dás	Ditto	Ditto ...	Ditto.
27	Sarúp Singh	Ditto	Ditto ...	Pindorí Nijrán.
28	Achal Singh	Ditto	Ditto ...	Jhandú Singha.
29	Jamíyat Khán	Zaildár	Ditto ...	Bahrám.
30	Sande Khán	Ditto	Ditto ...	Adampur.
31	Pandit Náthú Rám ...	Tahsíldár	Hoshiárpur ...	Dasúha.
32	Nagína Singh	Zaildár	Ditto ...	Mahalpur.
33	Misr Kálú Rám	Member Sub-Committee	Ditto ...	Ditto.
34	Nihál Chand	Ditto	Ditto ...	Santokhgarh.
35	Pandit Gobind Rám ...	Zaildár	Ditto ...	Khad.
36	Muhammad 'Alí ...	Tahsíldár	Kángra ...	Dehra.
37	Lachhmí Sahái	Ditto	Ditto ...	Hamírpur.
38	Dalíp Singh	Ditto	Ditto ...	Kulú.
39	Hardiál Singh	Supdt. of the Rája of Kulús Jagír.	Ditto ...	Ditto.
40	Kharkú	Zaildár	Ditto ...	Rehlú.
41	Ibráhím 'Alí	Tahsíldár	Amritsar ...	Amritsar.
42	Kanhaiyá Lál	Ditto	Ditto ...	Tarn Táran.
43	Mannú Lál	Ditto	Ditto ...	Ajnála.
44	Bhagwán Dás	Zaildár	Ditto ...	Bhilowál.
45	Chandú Sáhibzáda ...	Ditto ...	Ditto ...	Kohála.
46	Sardár Ishar Singh ...	Ditto	Ditto ...	Fathábád.

No.	Name.	Rank and Designation.	District.	Tahsil or Village.
47	Sanjhí Mal ...	Tahsíldár	Gurdáspur ...	Gurdáspur.
48	Díwán Hákam Rái ...	Official of the Raja of Kashmír.	Ditto ...	Kanjrúr.
49	Majíthá Singh ..	Lambardár	Ditto ...	Sukho Chak.
50	Mahant Brahmá Nand ...	Mahant	Ditto ...	Kot Nainán.
51	Háfiz Iláhí Bakhsh ...	Tahsildár	Siálkot ..	Zaffarwál.
52	Munshí Rasak Behárí Lál	Ditto	Ditto ...	Raíyá.
53	Munshí Muhammad Akram	Ditto	Ditto ...	Pasrúr.
54	Munshí Umed Singh ...	Naib Tahsildar ...	Ditto ...	Daska.
55	Gurdit Singh ...	Ditto	Ditto ...	Siálkot.
56	Muhammad Khán ...	Lambardár	Ditto ...	Malkhánwála.
57	Gandá Sháh ...	Member Municipal Committee.	Ditto ...	Pasrúr.
58	Bává Dúlá Singh ...	Jagírdár	Ditto ..	Ságarpur.
59	Jwáhar Mal ...	'Alá Lambardár ...	Ditto ...	Sankhatra.
60	Diwán Harnám Singh ..	Member Municipal Committee.	Ditto ..	Pasrúr.
61	Milkhí Sháh ...	Ditto	Ditto ...	Ditto.
62	Faiz Bakhsh	Zaíldar	Siálkot ..	Satráh.
63	Budhe Khán	Do.	Do. ...	Kálí.
64	Sant Singh	Do.	Do. ...	Uggo Ke.
65	Nabí Bakhsh	Do.	Do. ...	Aulíyápur.
66	'Alí Gauhar	Do.	Do. ..	Talwandí Músá Khan.
67	Jalál Khán	Do.	Do. ...	Mírowal.
68	Ghasíta	Do.	Do. ..	Jandiyála.
69	Qutb-ud-dín	Do.	Do. ...	Sambariyál.
70	Munshi Muhammad Ashraf	Tahsíldár	Lahore ...	Chúniyán.
71	Sardar Atmá Singh ...	Raís	Do. ...	Padhána.
72	Sardar Gurbakhsh Singh	Do.	Do. ...	Do.
73	Pundit Rájá Rám ...	Member Committee ...	Do. ...	Sharakpur.
74	Karm Iláhí	Lambardár	Do. ...	Lakhodehr.
75	Har Narain	Member Committee ...	Gujránwála ...	Rám Nagar.
76	Husain Khán	Zaildár	Do. ...	Kot Hara.

No.	Name.	Rank and designation.	District.	Tahsil or Village.
77	Lachhmí Narain	Member Committee ...	Gujránwála ...	Akálgarh.
78	Bishn Dás	Do.	Do. ...	Do.
79	Gazanfar 'Alí	Tahsíldár	Ferozepore ...	Muktsar.
80	Fath Singh	Do.	Do. ...	Moga.
81	Gulám Qásim	Do.	Do. ...	Zíra.
82	Rajjab 'Alí	Naib Do.	Do. ...	Moga.
83	Lálá Badrí Lál	Deputy Commr's Office.	Do. ...	Ferozepur cantonment.
	Mooltan Circle.			
1	Murád 'Alí	Tahsíldár	Jhang ...	Chaniot.
2	Dharm Dás	Do.	Do. ...	Shorkot.
3	Salábat	Zaildár	Do. ...	Kund Sargána.
4	Pandit Thákar Dat ...	Rais	Mooltan ...	Mooltan.
5	Muhammad Sháh ...	Tahsíldár	Montgomery...	Dipálpur.
6	Ahmad Sháh	Do.	Do. ...	Gogaira.
7	Sajan	Member Dist. Committee	Do. ...	Saiyadwála.
8	Mohan Lál	Tahsíldár	Muzaffargarh.	'Alípur.
9	Bashír Ahmad	Extra Asstt. Commr. ...	Do. ...	Muzaffargarh.
10	Gulám Nabí	Zaildár	Do. ...	Máná.
11	Gulám Rasúl	Do.	Do. ...	Jalohí.
12	Ahmad Yár	Do.	Do. ...	Damaríwála.
13	Kirpá Rám	Member Municipal Committee.	Do. ...	Kot Odú.

W. R. M. HOLROYD, Lieut.-Colonel,

Director of Public Instruction, Punjab.

EDUCATION.—GENERAL FORM 1.

Return of Colleges, Schools and Scholars for the official year 1879-80.

Area and population of the Province.					Colleges, Schools and Scholars.		University Education.	Secondary Education.		Primary Education.	Special or Technical Education.				Percentage of Schools and Scholars to population.			Remarks.
Number of Districts.	Number of Divisions.	Total Area.	Cultivated Area.	Total Population.			Colleges.	High Schools.	Middle Schools.	Primary Schools.	Schools of Art.	Medical Schools.	Normal Schools.	Industrial Schools.	High Schools.	Middle Schools.	Primary Schools.	
1	2	3	4	5	6		7	8	9	10	11a	11b	11c	11d	12	13	14	15
					Institutions	For Males	*1	21	206	1,527	1	...	4	...	·0001	·0011	·0086	* Government College. Returns of Oriental College not yet received.
						„ Females	...	...	...	328	...	...	5	1	...	...	·0018	
						Total	*1	21	·206	1,855	1	...	9	1	·0001	·0011	·0105	
32	10	1,07,010	86,656	1,70,11,498														
					Scholars	For Males	*78	414	5,255	84,543	55	...	263	...	·0028	·0298	·4864	
						„ Females	...	...	...	9,557	...	...	249	28	...	...	·0543	† The Return received of the Medical School being incorrect, it is not included in this statement.
						Total	*78	414	5,255	94,100	55	†	512	28	·0023	·0298	·5318	

EDUCATION.—

Return of Colleges, Schools and

Class of Institutions.		Government Institutions.							Aided	
		Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls during the year.	Average daily attendance.	Number of scholars on 31st March learning English.	Number of scholars on 31st March learning A Classical language.	Number of scholars on 31st March learning A Vernacular language.	Number of institutions.	Number of scholars on the rolls on 31st March.
1		2	3	4	5	6	7	8	9	10
University Education.	Arts Colleges—									
	English	1	73	67	71	77	75	...	...	...
	Oriental*									
Secondary Education.	For Boys ... High Schools English	9	241	233	247	195	241	137	12	175
	For Boys ... Middle Schools English	64	1,836	1,844	1,829	1,820	1,836	1,836	28	957
	For Boys ... Middle Schools Vernacular	124	2,462	2,495	2,002	...	2,462	2,462	...	...
Primary Education.	For Boys English	120	13,104	13,449	10,649	4,109	6,383	13,104	89	7,891
	For Boys Vernacular	1,296	62,649	83,936	48,250	...	24,450	62,649	23	609
	For Girls English	1	14	16	13	14	...	12	12	500
	For Girls Vernacular	148	4,014	3,691	3,016	...	280	3,986	167	6,022
Schools for Special or Technical Training—										
School of Arts		1	55	53	43	...	18	32	...	...
Medical Schools†										
Normal Schools for Masters		3	233	240	207	...	233	233	1	30
Ditto for Mistresses		...	...	...	...	...	...	...	5	249
Industrial Schools		...	...	...	...	...	...	...	1	28
Total		1,756	84,986	86,225	66,735	6,218	36,988	84,751	238	15,456

* Return of the Oriental College maintained by the Punjab University College not yet received.

† The Return received being incorrect, it is not included in this Statement.

GENERAL FORM 2.

Scholars for the official year 1879-80.

Institutions.							Grand Total of Scholars on 31st March learning.			Classification according to Race or Creed of the Scholars on 31st March.					
Average number on the rolls during the year.	Average daily attendance.	*Number of scholars on 31st March learning*			Grand Total of Institutions.	Grand Total of Scholars on 31st March.	English.	A Classical language.	A Vernacular language.	Europeans & Eurasians.	Native Christians.	Hindus.	Muhammadans.	Sikhs.	Others.
		English.	A Classical language.	A Vernacular language.											
11	12	13	14	15	16	17	18	19	20	21*a*	21*b*	21*c*	21*d*	21*e*	21*f*
...	...	...	...	...	1	78	77	75	...	...	...	58	12	8	...
199	160	173	173	104	21	414	371	414	241	31	34	238	71	39	1
972	755	957	957	838	82	2,793	2,777	2,793	2,674	42	9	1,840	690	207	5
...	...	...	...	...	124	2,462	...	2,462	2,462	...	...	1,321	812	328	1
7,635	5,705	4,051	3,206	7,768	209	21,295	8,160	9,569	21,172	251	140	13,254	6,282	1,321	47
556	389	...	6	599	1,318	63,248	...	24,456	63,248	...	78	31,616	25,261	5,673	620
492	431	464	5	92	13	514	478	5	104	444	55	15	...	...	...
5,207	3,899	2	280	†5,022	315	9,043	2	560	9,013	...	98	3,071	4,102	1,721	51
...	...	...	...	...	1	55	...	18	32	...	...	8	24	23	...
31	27	10	30	30	4	263	10	263	263	...	6	98	146	13	...
249	201	5	26	249	5	249	5	26	249	5	...	72	153	19	...
28	25	...	...	...	1	‡28	...	...	...	...	...	...	28	...	...
15,369	11,592	5,662	4,683	14,707	2,094	1,00,442	11,880	40,641	99,458	773	420	51,591	37,581	9,352	725

† Includes 16 learning Bengali. ‡ Learning work.

EDUCATION.—

Return of Expenditure on Educational

Class of Institutions.		Expendi								
		Government Institutions.							*Aided*	
		Provincial Revenues.	Local rates of cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Provincial Revenues.	Local Rates or cesses.
1		2a	2b	2c	2d	2e	2f	2	3a	3b
University Education.	Arts Colleges—									
	English ...	48,049	...	...	1,598	...	...	49,647	...	...
	Oriental* ...									
	High and Middle Schools—									
Secondary Education.	For Boys... English ...	1,23,191	4,553	2,866	18,620	9,573	1,447	1,60,250	36,033	...
	For Boys... Vernacular ...	3,913	29,806	...	3,052	9,864	112	46,747	...	...
Primary Education.	Primary Schools—									
	For Boys ... English ...	42,803	6,108	2,668	22,266	33,477	2,413	1,09,735	37,007	...
	For Boys ... Vernacular ...	3,908	2,33,479	373	13,715	20,776	1,284	2,73,535	600	...
	For Girls ... English ...	475	...	...	...	220	255	950	21,693	...
	For Girls ... Vernacular ...	2,558	8,567	...	3	6,154	371	17,653	16,620	1,332
	Schools for Special or Technical Training—									
	School of Arts ...	11,368	...	908	...	...	...	12,276	...	...
	Medical Schools§ ...									
	Normal Schools for Masters	4,354	12,490	...	58	...	...	16,902	2,400	...
	Do. for Mistresses ...	...	...	...	...	...	...	...	12,660	...
	Industrial School ...	...	...	...	...	...	...	...	300	...
	University† ...	...	...	...	...	...	...	...	21,000	...
	Direction ...	47,762	...	...	...	...	...	47,762	...	...
	Inspection ...	76,800	55,220	...	...	261	52	1,32,333	...	...
	Scholarships Colleges ...	6,416	225	210	...	120	6,092	13,063	...	...
	Scholarships Schools ...	16,834	36,545	1,563	3	4,023	8	58,976	3,025	1,386
	Miscellaneous ...	16,192	...	...	...	30	49,827	66,049	(‡) 2,561	...
	Total ...	4,04,623	3,86,993	8,588	59,315	84,498	61,861	10,05,878	1,53,899	2,718

* Returns of Oriental College maintained by the

† Expenditure from other

‡ (a) Includes Rs. 2,001 from Provincial Services spent on other than

§ The Return received being incorrect, it is

GENERAL FORM 3.

Establishments for the official year 1879-80.

TURE.									Average annual cost of Educating each pupil.			
Institutions.									*Government Institutions.*		*Aided Institutions.*	
Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total Government Expenditure.	Total Expenditure from other sources.	Grand Total of Expenditure.	Percentage on Total Expenditure.	Total cost.	Cost to Government.	Total cost.	Cost to Government.
3c	3d	3e	3f	3	4	5	6	7	8	9	10	11
					Rs.	Rs.	Rs.	Rs.	Rs. A.	Rs. A.	Rs. A.	Rs. A.
...	...	...	...	...	48,049	1,598	49,647	3·68	570 10	552 5	...	...
2,290	17,116	2,637	28,312	86,388	1,59,224	87,414	2,46,638	18·37	75 0	59 0	76 9	30 12
...	...	...	...	...	3,913	42,834	46,747	3·5	18 12	1 9	...	...
2,739	14,036	3,303	25,264	82,349	79,810	1,12,274	1,92,084	14·31	8 3	3 3	10 12	4 14
...	...	600	2,289	3,489	4,508	2,72,516	2,77,024	20·62	4 4	0 1	6 4	1 1
...	11,808	...	12,779	46,280	22,168	25,062	47,230	3·5	59 6	29 11	90 0	44 2
545	23	3,751	32,729	55,000	19,178	53,475	72,653	5·62	4 9	0 11	10 11	3 3
...	...	...	...	...	11,368	908	12,276	0·93	231 10	214 8	...	...
...	28	...	5,527	7,955	6,754	18,103	24,857	1·87	70 7	18 2	256 10	79 11
...	149	...	4,405	17,214	12,660	4,554	17,214	1·25	...	...	69 2	50 13
...	...	...	662	962	300	662	962	0·06	...	...	34 6	10 11
...	...	...	...	21,000	21,000	...	21,000	1·56	...	...	...	...
...	...	...	...	...	47,762	...	47,762	3·56	...	...	...	...
...	...	...	...	...	76,800	55,533	1,32,333	9·87	...	...	...	...
...	...	...	...	...	6,416	6,647	13,063	0·93	...	...	...	...
...	480	2,636	4,515	12,042	19,859	51,159	71,018	5·31	...	...	...	...
...	...	...	...	(a) 2,561	18,753	49,857	68,610	5·12	...	...	...	...
5,574	43,640	12,927	1,16,482	3,35,240	5,58,522	7,82,596	13,41,118	...	...	...	...	...

Punjab University College not received.
sources not known.
tuition charges in the Lawrence Memorial Asylum, Murree, under special sanction of Government, not included in this Statement.

EDUCATION.—GENERAL FORM 4.

Return shewing the result of prescribed examinations during the official year 1879-80.

Nature of Examination.	No. of Institutions sending Examinees.			No. of Examinees.				No. passed.				Percentage of passed scholars on total number on rolls at beginning of year.	
	Government Institutions.	Other Institutions.	Total.	Government Institutions.	Other Institutions.	Private Students.	Total.	Government Institutions.	Other Institutions.	Private Students.	Total.	Government Institutions.	Other Institutions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Arts Colleges—													
Master of Arts and Honors in Arts	1	...	1	2	...	...	2	2	...	...	2	25·00	Cannot be filled up as returns of the Oriental College have not been received.
Bachelor of Arts and High Proficiency in Arts...	1	1	2	14	1	...	15	6	...	...	6	20·00	
First Arts and Proficiency in Arts	1	1	2	*18	6	3	*27	†11	3	2	†16	22·2	
Schools—													
Matriculation of the Calcutta University and Punjab University College	7	12	19	121	70	‡130	321	81	33	55	169	52·26	22·92
Middle School Examination ... ... Boys ...	175	23	198	1,229	203	‡211	1,643	817	119	104	1,040	18·86	12·83
Upper Primary School Examination ... ... Boys ...	1,360	25	1,385	5,359	337	...	5,696	3,029	176	...	3.205	16·53	10·58
Upper Primary School Examination ... ... Girls ...	...	...	...	5	...	...	5	4	...	...	4	...	...
Lower Primary School Examination ... ... Boys ...	1,361	25	1,386	9,601	690	...	10,291	6,731	442	...	7,173	12·37	8·00
Lower Primary School Examination ... ... Girls ..	...	...	...	6	...	...	6	6	...	...	6	...	...

* Exclusive of 12 students who attended both the Government and the Oriental College, but are not included in the returns of the former.
† Ditto 6 do. do. do. do. do. do. do. do. do.
‡ Including students from Government institutions, such as Normal schools, that do not specially prepare candidates for the examinations, and schools not under regular inspection, and situated mostly in Native States.

SUBSIDIARY FORM NO. 1.

Statistical Return of Colleges for the official year 1879-80.

District.	Name or Class of Institutions.	Number of Institutions.	No. of scholars on the rolls on 31st March.			Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March.			No. of scholars on 31st March learning				Expenditure.			Annual cost of educating each scholar.		Remarks.
			Reading for Degree.	Reading for First Arts, Licentiate or corresponding Examination.	Total.			Hindus.	Muhammadans.	Sikhs.	English.	Persian.	Arabic.	Sanskrit.	Grants from Provincial Revenues.	Fees.	Total.	Total Cost.	Cost to Government.	
1	2	3	4a	4b	4	5.	6	7a	7b	7c	8a	8b	8c	8d	9a	9b	9	10	11	
	ARTS COLLEGES. ENGLISH.																			
Lahore ...	Government, ...	1	31	47	78	87	71	58	12	8	77	37	14	24	18,049	1,598	19,646	570 10	552 5	

SUBSIDIARY

Statistical Return of High and Middle Schools (English and

District.	Name or Class of Institutions.	Number of Institutions.	No. of scholars on the rolls on 31st March. In High School.	In Middle School.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March. European and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Sikhs.	Others.	Number of English.	Urdu.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b
UMBALLA CIRCLE.	**ENGLISH SCHOOLS.**														
1.—Delhi ...	GOVERNMENT SCHOOLS—														
	District School ...	2	38	85	123	158	103	.....	.....	110	12	1	.....	123	84
	Anglo-Arabic School ...	1	.....	39	39	36	28	.....	.....	3	36	.....	.....	39	39
	Sonepat " ...	1	.....	22	22	15	11	.....	.....	19	3	.....	.....	22	22
	TOTAL ...	4	38	146	184	209	142	.....	.....	132	51	1	.....	184	145
	AIDED SCHOOLS—														
	St. Stephen's High School	2	9	47	56	55	33	.....	2	48	6	.....	.....	56	47
	Anglo-Sanskrit School ...	1	.....	37	37	33	24	.....	.....	36	1	.....	.....	37	37
	TOTAL ...	3	9	84	93	88	57	.....	2	84	7	.....	.....	93	84
	Total for the District ...	7	47	230	277	295	199	.....	2	216	58	1	.....	277	229
2.—Gurgáon ...	GOVERNMENT SCHOOLS—														
	District School Rewari ...	1	.....	75	75	70	50	.....	.....	69	5	1	.....	75	75
3.—Karnal ...	GOVERNMENT SCHOOLS—														
	District School ...	1	.....	24	24	27	21	.....	.....	15	9	.....	.....	24	24
	Other School ...	1	.....	11	11	13	9	.....	.....	8	2	1	.....	11	11
	TOTAL ...	2	.....	35	35	40	30	.....	.....	23	11	1	.....	35	35
4.—Hissár ...	GOVERNMENT SCHOOLS—														
	District School Bhiwani...	1	.....	16	16	19	13	.....	.....	15	1	.....	.....	16	15
	Other Schools ...	2	.....	19	19	20	18	.....	.....	16	3	.....	.....	19	19
	TOTAL ...	3	.....	35	35	39	31	.....	.....	31	4	.....	.....	35	35
5.—Rohtak ...	GOVERNMENT SCHOOLS—														
	District School ...	1	.....	30	30	28	21	.....	.....	24	5	1	.....	30	30
	Other School ...	1	.....	24	24	20	13	.....	.....	20	4	.....	.....	24	24
	TOTAL ...	2	.....	54	54	48	34	.....	.....	44	9	1	.....	54	54
6.—Sirsa ...	GOVERNMENT SCHOOLS ...	2	.....	18	18	16	15	.....	.....	12	2	4	.....	18	18
7.—Umballa...	GOVERNMENT SCHOOLS—														
	District School, Umballa	1	.....	18	18	18	14	.....	.....	10	5	5	.....	18	13
	" " Jagadhri	1	.....	39	39	35	25	.....	.....	26	8	.....	.....	39	30
	Other School ...	1	.....	24	24	18	14	.....	.....	16	6	2	.....	24	24
	TOTAL ...	3	.....	81	81	71	53	.....	.....	52	12	7	.....	81	81
	AIDED SCHOOLS—														
	A. P. Mission Schools ...	3	3	21	24	33	20	.....	2	16	5	1	.....	24	21
	Total for the District ...	6	3	102	105	104	73	.....	2	78	17	8	.....	105	102
8.—Ludhiána	GOVERNMENT SCHOOLS—														
	District Schools ...	2	43	42	85	106	93	.....	.....	43	36	7	.....	42	42
	Other School ...	1	.....	31	31	25	23	.....	.....	20	9	2	.....	15	31
	TOTAL ...	3	43	73	116	131	116	.....	.....	63	45	9	.....	57	73
	AIDED SCHOOLS—														
	A. P. Mission Schools ...	2	14	43	57	50	38	.....	3	34	14	6	.....	57	57
	Total for the District ...	5	57	116	173	181	154	.....	3	96	59	15	.....	114	130
9.—Simla ...	GOVERNMENT SCHOOLS—														
	District School ...	1	.....	12	12	14	11	.....	.....	7	5	.....	.....	12	12
	Other School ...	1	.....	5	5	5	4	.....	.....	3	2	.....	.....	5	5
	TOTAL ...	2	.....	17	17	19	15	.....	.....	10	7	.....	.....	17	17
	AIDED SCHOOL—														
	Bishop Cotton School ...	2	29	24	53	58	55	53	.....	.....	.....	.....	.....	53	.....
	Total for the District ...	4	29	41	70	77	70	53	.....	10	7	.....	.....	70	17
TOTAL UMBALLA CIRCLE ...	GOVERNMENT SCHOOLS—	22	81	534	615	643	486	.....	.....	445	146	24	.....	556	583
	AIDED SCHOOLS for Europeans & Eurasians ...	2	29	24	53	58	55	53	.....	.....	.....	.....	.....	53	.....
	AIDED SCHOOLS for Natives ...	8	36	148	174	169	115	.....	7	84	26	7	.....	174	162
	GRAND TOTAL ...	32	146	706	842	870	656	53	7	579	172	31	.....	783	695

FORM No. 2.

Vernacular) for Boys for the official year 1879-80.

Scholars on 31st March learning						Expenditure.							Annual cost of educating each scholar				Number passed.		Remarks.
Hindi (Nagri.)	Hindi, (Lahndi Mahajani, &c.)	Persian.	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Other sources.	Total.	Total Cost.		Cost to Government.		Matriculation or equivalent Examination.	Middle School Examination.	
8a	8d	8e	8f	8g	8h	9a	9b	9c	9d	9e	9f	9	10		11		12	13	
													Rs.	As.	Rs.	As.			
.....	.....	121	93	25	.....	16,686	.....	.....	1,818	38	.....	18,542	117	6	105	10	19	17	
.....	.....	39	39	.....	.....	.....	.....	2,836	196	.....	.....	3,032	84	3	.....	.....	.....	8	
.....	.....	22	.....	.....	.....	240	99	.....	102	410	.....	851	56	12	16	0	.....	1	
.....	.....	182	62	25	.....	16,926	99	2,836	2,116	448	.....	22,425	107	4	81	0	19	26	
.....	.....	56	.....	.....	.....	2,580	.....	.....	477	.....	3,486	6,543	118	15	46	15	1	4	
20	.....	37	.....	17	.....	750	.....	.....	153	17	579	1,499	45	7	22	12	.....	7	
20	.....	93	.....	17	.....	3,330	.....	.....	630	17	4,065	8,042	92	8	38	11	1	11	
20	.....	275	62	42	.....	20,256	99	2,836	2,746	465	4,065	30,467	103	4	68	11	20	37	
.....	.....	75	.....	.....	.....	2,345	.....	.....	541	175	.....	3,061	43	12	33	8	.....	11	
.....	.....	24	.....	.....	.....	3,360	.....	.....	381	.....	.....	3,741	138	9	124	7	.....	3	
.....	.....	11	.....	.....	.....	177	8	.....	123	478	.....	786	60	7	13	10	.....	.....	
.....	.....	35	.....	.....	.....	3,537	8	.....	504	478	.....	4,527	113	3	88	7	.....	3	
.....	.....	16	.....	.....	.....	1,401	.....	.....	213	.....	.....	1,614	84	15	73	12	.....	5	
.....	.....	19	.....	.....	.....	533	76	.....	57	863	.....	1,529	76	7	26	10	.....	3	
.....	.....	35	.....	.....	.....	1,934	76	.....	270	863	.....	3,143	80	9	49	9	.....	8	
.....	.....	30	.....	.....	.....	2,057	.....	.....	400	.....	.....	2,457	87	12	73	7	.....	7	
.....	.....	24	.....	.....	.....	439	12	.....	119	439	.....	1,009	50	7	21	15	.....	5	
.....	.....	54	.....	.....	.....	2,496	12	.....	519	439	.....	3,466	72	3	52	0	.....	12	
.....	.....	18	.....	.....	.....	863	.....	.....	44	964	.....	1,571	98	8	45	3	.....	3	
.....	.....	18	.....	.....	.....	1,836	.....	.....	301	.....	.....	2,137	118	11	102	0	.....	3	
.....	.....	39	.....	.....	.....	2,110	.....	.....	375	.....	.....	2,485	71	0	60	4	.....	4	
.....	.....	24	.....	.....	.....	348	422	.....	35	53	.....	858	47	11	19	5	.....	2	
.....	.....	81	.....	.....	.....	4,294	422	.....	712	53	.....	5,481	77	3	60	7	.....	9	
.....	.....	28	1	.....	.....	1,320	.....	102	80	.....	1,313	2,815	85	5	40	0	3	5	
.....	.....	109	1	.....	.....	5,614	422	102	792	53	1,313	8,296	79	12	54	0	3	14	
.....	.....	85	43	.....	.....	4,138	1,024	.....	774	1,058	.....	7,294	68	13	41	14	19	7	
.....	.....	31	.....	.....	.....	411	5	.....	77	32	15	540	21	9	16	7	.....	2	
.....	.....	116	43	.....	.....	4,849	1,029	.....	851	1,090	15	7,834	59	13	37	2	19	9	
.....	.....	57	.....	.....	.....	1,938	.....	.....	354	340	1,625	4,227	84	8	39	12	2	15	
.....	.....	173	43	.....	.....	6,787	1,029	.....	1,175	1,430	1,640	12,061	66	10	37	8	21	24	
.....	.....	12	.....	.....	.....	1,961	.....	.....	148	.....	.....	2,109	150	10	140	1	.....	1	
.....	.....	5	.....	.....	.....	300	.....	.....	21	.....	54	375	75	0	60	0	.....	.....	
.....	.....	17	.....	.....	.....	2,261	.....	.....	169	.....	54	2,484	130	12	119	0	.....	1	
.....	.....	.....	.....	.....	53	3,570	.....	1,833	9,322	.....	.....	14,725	253	14	61	9	7	.....	
.....	.....	17	.....	.....	53	5,831	.....	1,833	9,491	.....	54	17,209	222	8	73	12	.....	1	
.....	.....	619	105	25	.....	39,205	1,546	2,836	5,726	4,510	69	53,992	84	0	62	0	38	82	
.....	.....	.....	.....	.....	53	3,570	.....	1,833	9,322	.....	.....	14,725	253	14	61	9	7	.....	
20	.....	175	1	17	.....	6,688	.....	102	1,034	357	7,003	15,084	89	4	89	0	6	31	
20	.....	786	106	42	53	49,363	1,646	4,771	16,082	4,867	7,072	83,801	96	5	56	12	51	113	

Statistical Return of High and Middle Schools (English and

District.	Name or Class of Institutions.	Number of Institutions.	No. of Scholars on the rolls on 31st March. In High School.	In Middle School.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the Scholars on 31st March. Europeans and Eurasians.	Native Christians.	Hindus.	Mahommedans.	Sikhs.	Others.	Number of English.	Urdu.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b
LAHORE CIRCLE.															
10.—Jullundur	GOVERNMENT SCHOOLS—														
	District School, Rahon ...	1	.....	32	32	37	31	.....	.....	17	12	3	.....	32	32
	Other School ...	1	.....	12	12	14	13	.....	.....	8	3	1	.....	12	12
	TOTAL ...	2	.....	44	44	51	44	.....	.....	25	15	4	.....	44	44
	AIDED SCHOOLS—														
	A. P. Mission Schools ...	3	28	83	111	102	79	.....	3	63	36	7	2	111	106
	Total for the District ...	5	28	127	155	153	123	.....	3	88	51	11	2	155	150
11.—Hoshiárpur	GOVERNMENT SCHOOL—														
	District School ...	2	31	103	134	138	115	.....	.....	106	21	7	.....	134	103
12.—Kángra ...	GOVERNMENT SCHOOLS—														
	District School, Núrpur...	1	.....	18	18	21	17	.....	.....	14	4	.....	.....	18	18
	Other School ...	1	.....	14	14	6	5	.....	.....	13	1	.....	.....	14	14
	TOTAL ...	2	.....	32	32	27	22	.....	.....	27	5	.....	.....	32	32
	AIDED SCHOOLS—														
	C. M. S. Mission Schools	2	.....	15	15	18	14	.....	1	11	3	.....	.....	15	15
	Total for the District ...	4	.....	47	47	45	36	.....	1	38	8	.....	.....	47	47
13.—Amritsar	GOVERNMENT SCHOOLS—														
	District School ...	2	23	123	146	226	204	.....	.....	79	45	22	.....	146	122
	Other School ...	1	.....	15	15	14	12	.....	.....	8	...	7	.....	15	15
	TOTAL ...	3	23	138	161	240	216	.....	.....	87	45	29	.....	161	137
	AIDED SCHOOLS—														
	C. M. S. Mission School	3	26	68	94	95	80	.....	3	47	24	20	.....	94	94
	Total for the District ...	6	49	206	255	335	296	.....	3	134	69	49	.....	255	231
14.—Gurdáspur	GOVERNMENT SCHOOLS—														
	District School, Gurdaspur	2	11	70	81	79	69	.....	1	61	16	11	.....	81	70
	" " Batala ...	1	.....	34	34	38	32	.....	.....	23	9	2	.....	34	34
	Other Schools ...	2	.....	12	12	23	18	.....	.....	7	2	3	.....	12	12
	TOTAL ...	5	11	116	127	140	119	.....	1	81	29	16	.....	127	116
	AIDED SCHOOLS—														
	C. M. S. Boarding School Batala ...	2	3	8	11	11	11	.....	11	.....	.....	.....	.....	11	11
	Total for the District ...	7	14	124	138	151	130	.....	12	81	29	16	.....	138	127
15.—Siálkot ...	GOVERNMENT SCHOOLS ...	2	.....	54	54	47	42	.....	.....	24	19	11	.....	54	54
	AIDED SCHOOLS—														
	Scotch Mission Schools ...	2	10	31	41	48	36	.....	.....	22	13	6	.....	41	31
	Total for the District ...	4	10	85	95	95	78	.....	.....	46	32	17	.....	95	85
16.—Lahore ...	GOVERNMENT SCHOOLS—														
	District School ...	2	43	139	182	200	196	1	1	110	60	9	1	182	139
	Other Schools ...	2	.....	39	39	30	23	.....	.....	16	15	8	.....	39	39
	TOTAL ...	4	43	178	221	230	219	1	1	126	75	17	1	221	178
	AIDED SCHOOLS—														
	A. P. Mission Schools ...	3	32	234	266	266	213	.....	4	187	62	13	.....	266	174
	High School for Europeans	1	.....	6	6	11	10	6	.....	.....	.....	.....	.....	6	6
	TOTAL ...	4	32	240	272	277	223	6	4	187	62	13	.....	272	180
	Total for the District ...	8	75	418	493	507	436	7	5	313	137	30	1	493	358
17.—Gujránwála	GOVERNMENT SCHOOL—														
	District School ...	1	.....	81	81	66	56	.....	.....	44	25	12	.....	81	61
	AIDED SCHOOLS—														
	A. P. Mission Schools ...	2	8	51	59	69	54	.....	3	36	10	10	.....	69	59
	Wazírábad Mission School	1	.....	40	40	43	33	.....	2	15	19	4	.....	40	40
	TOTAL ...	3	8	91	99	112	87	.....	5	51	29	14	.....	99	99
	Total for the District ...	4	8	172	180	178	143	.....	5	95	54	26	.....	180	160
18.—Ferozepur	GOVERNMENT SCHOOL—														
	District School ...	1	.....	35	35	35	29	.....	.....	19	13	3	.....	35	35
	Other School ...	1	.....	11	11	14	10	.....	.....	9	2	.....	.....	11	11
	TOTAL ...	2	.....	46	46	49	39	.....	.....	28	15	3	.....	46	46
TOTAL LAHORE CIRCLE ...	GOVERNMENT SCHOOLS—	23	108	792	900	988	866	1	24	648	249	99	1	900	791
	AIDED SCHOOLS for Europeans & Eurasians	1	.....	6	6	11	10	6	.....	.....	.....	.....	.....	6	6
	AIDED SCHOOLS for Natives ...	18	107	530	637	652	620	.....	37	381	167	60	2	637	530
	GRAND TOTAL ...	42	215	1,328	1,543	1,651	1,396	7	29	929	416	159	3	1,543	1,327

Vernacular) for Boys for the official year 1879-80.—Continued.

Scholars on 31st March learning					*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*		REMARKS.
Hindi (Nágrí.)	Persian.	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Other sources.	Total.	Total Cost.	Cost to Government.	Matriculation or equivalent Examination.	Middle School Examination.	
8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12	13	
												Rs. As.	Rs. As.			
.....	32	.....	.....	.....	1,965	.....	.....	569	.....	.....	2,534	68 8	55 2	.....	7	
.....	12	.....	.....	.....	240	316	.....	59	240	.....	855	61 1	17 2	.....	4	
.....	44	.....	.....	.....	2,205	316	.....	628	240	.....	3,389	66 7	43 4	.....	11	
.....	111	.....	.....	.....	2,640	.....	.....	642	270	2,030	5,582	54 11	25 14	4	8	
.....	155	.....	.....	.....	4,845	316	.....	1,270	510	2,030	8,971	58 10	31 10	4	19	
.....	131	15	36	.....	8,829	.....	.....	1,541	.....	.....	10,370	75 2	63 15	8	23	
.....	18	.....	.....	.....	1,439	.....	.....	262	.....	.....	1,701	81 0	68 8	.....	4	
.....	14	.....	.....	.....	.....	703	30	35	.....	44	812	135 6	.....	.....	.....	
.....	32	.....	.....	.....	1,439	703	30	297	.....	44	2,513	93 0	53 4	.....	4	
.....	15	.....	.....	.....	532	.....	.....	37	.....	691	1,260	70 0	29 9	.....	.....	
.....	47	.....	.....	.....	1,971	703	30	334	.....	735	3,773	83 13	43 13	.....	4	
.....	145	38	74	.....	14,543	.....	.....	2,303	92	.....	16,938	75 0	64 5	11	43	
.....	15	.....	.....	.....	116	254	.....	19	181	.....	570	40 11	8 4	.....	2	
.....	160	38	74	.....	14,659	254	.....	2,322	273	.....	17,508	72 15	61 1	11	45	
.....	94	.....	47	.....	2,885	.....	180	106	.....	2,576	5,747	60 8	30 6	3	15	
.....	254	38	121	.....	17,544	254	180	2,428	273	2,576	23,255	69 6	52 ●	14	60	
.....	81	18	48	.....	4,698	.....	.....	869	.....	.....	5,567	70 6	59 7	.....	16	
.....	34	.....	.....	.....	1,983	.....	.....	522	.....	.....	2,552	65 15	52 3	.....	14	
3	12	.....	3	.....	374	357	.....	50	986	.....	1,767	76 13	16 4	.....	5	
3	127	18	51	.....	7,055	357	.....	1,441	986	.....	9,839	70 4	50 6	.....	35	
.....	10	10	.....	.....	240	.....	.....	125	.....	891	1,256	114 3	21 13	3	1	
3	137	28	51	.....	7,295	357	.....	1,566	986	891	11,095	73 8	48 5	3	36	
.....	54	.....	.....	.....	468	291	.....	52	631	.....	1,422	30 4	9 15	.....	7	
.....	41	7	.....	.....	1,560	.....	.....	188	.....	1,820	3,568	74 5	32 8	.....	9	
.....	95	7	.....	.....	2,028	291	.....	220	631	1,820	4,990	52 8	21 6	.....	16	
.....	171	52	51	.....	16,652	.....	.....	2,387	.....	.....	19,039	95 3	83 4	21	38	
.....	39	.....	.....	.....	955	88	.....	82	120	341	1,586	52 14	31 14	.....	1	
.....	210	52	51	.....	17,607	88	.....	2,469	120	841	20,625	89 10	76 10	21	39	
.....	174	26	.....	.....	3,780	.....	.....	1,045	.....	3,606	8,431	31 11	14 3	6	12	
.....	6	.....	.....	.....	2,100	.....	175	2,714	54	.....	5,043	468 7	190 15	.....	.....	
.....	180	26	.....	.....	5,880	.....	175	3,759	54	3,606	13,474	48 10	21 3	.....	.....	
.....	390	78	51	.....	23,487	88	175	6,228	174	3,947	34,099	67 4	46 5	29	51	
.....	81	.....	.....	.....	1,981	.....	.....	661	.....	.....	2,642	40 0	30 0	.....	10	
.....	59	.....	.....	.....	1,200	.....	.....	351	.....	1,364	2,915	42 4	17 6	4	7	
.....	40	.....	.....	.....	360	.....	.....	147	60	291	858	19 15	8 6	.....	1	
.....	99	.....	.....	.....	1,560	.....	.....	498	60	1,655	3,773	33 11	13 15	4	8	
.....	180	.....	.....	.....	3,541	.....	.....	1,159	60	1,655	6,415	36 0	19 14	4	18	
.....	35	.....	.....	.....	1,705	.....	.....	532	73	.....	2,310	66 0	48 11	.....	9	
.....	11	11	.....	.....	300	.....	.....	62	.....	197	559	39 11	21 7	.....	4	
.....	46	11	.....	.....	2,005	.....	.....	594	73	197	2,869	58 9	40 15	.....	13	
3	885	134	212	.....	56,248	2,009	30	9,985	2,323	582	71,177	72 14	56 15	40	187	
.....	6	.....	.....	.....	2,160	.....	175	2,714	54	.....	5,043	468 7	190 15	.....	.....	
.....	544	43	47	.....	13,197	.....	180	2,671	330	13,269	29,617	45 7	20 4	22	53	
3	1,435	177	259	.....	71,545	2,009	385	15,340	2,707	13,851	1,05,837	64 2	43 5	62	240	

Statistical Return of High and Middle Schools (English and

District.	Name or Class of Institutions.	Number of Institutions.	No. of Scholars on the rolls on 31st March. In High School.	In Middle School.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March. European and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Sikhs.	Others.	Number of English.	Urdu.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b
Rawalpindi	*Circle.*														
19.—Ráwalpindi	AIDED SCHOOLS—														
	A. P. Mission Schools ...	3	9	65	74	71	48	.....	2	47	12	13	.....	74	74
	Sir H. Lawrence Memorial Asylum Murree for Europeans* ...	1	.....	13	13	16	16	13	.....	.....	.....	.....	.....	13	13
	TOTAL ...	4	9	78	87	87	64	13	2	47	12	13	.....	87	87
20.—Jhelum...	GOVERNMENT SCHOOLS—														
	District School ...	1	.....	19	19	28	23	.....	.....	11	7	1	.....	19	19
	Other School ...	1	.....	32	32	31	23	.....	.....	26	4	2	.....	32	32
	TOTAL ...	2	.....	51	51	59	46	.....	.....	37	11	3	.....	51	51
21.—Gujrát ...	GOVERNMENT SCHOOLS—														
	District School ...	2	38	42	80	98	82	.....	.....	39	30	11	.....	80	42
	AIDED SCHOOL—														
	Mission School ...	1	.....	36	36	42	33	.....	1	19	15	1	.....	36	36
	Total for the District ...	3	38	78	116	140	115	.....	1	58	45	12	.....	116	78
22.—Sháhpur	GOVERNMENT SCHOOLS—														
	District School, Bhera ...	1	.....	35	35	38	33	.....	.....	29	5	1	.....	35	35
23.—Peshawur	AIDED SCHOOLS—														
	C. M. S. Mission Schools	2	2	33	35	43	33	.....	1	14	15	4	1	35	35
24.—Hazara ...	GOVERNMENT SCHOOL—														
	District School (Abbottabad) ...	1	.....	15	15	11	10	.....	1	6	5	3	.....	15	15
25.—Kohát ...	GOVERNMENT SCHOOL—														
	District School ...	1	.....	4	4	8	7	.....	.....	4	.....	.....	.....	4	4
Ráwalpindi Circle ...	Total—Government Schools	7	38	147	185	214	178	.....	1	115	51	18	.....	185	147
	—Aided do. for Europeans & Eurasians	1	.....	13	13	16	16	13	.....	.....	.....	.....	.....	13	13
	—Aided do. for Natives ...	6	11	134	145	156	114	.....	4	80	42	18	1	145	145
	GRAND TOTAL ...	14	49	294	343	386	308	13	5	195	93	36	1	343	305
Mooltan Circle.															
26.—Mooltán	GOVERNMENT SCHOOLS—														
	District Schools ...	2	4	81	85	58	51	.....	.....	67	13	3	2	85	81
	Other School ...	1	.....	7	7	7	6	.....	.....	6	1	.....	.....	7	7
	TOTAL ...	3	4	88	92	65	57	.....	.....	73	14	3	2	92	88
	AIDED SCHOOL—														
	C. M. S. Mission Schools	2	.....	72	72	77	61	.....	.....	60	12	.....	.....	72	72
	Total for the District ...	5	4	160	164	142	118	.....	.....	133	26	3	2	164	160
27.—Jhang ...	GOVERNMENT SCHOOLS—														
	District School ...	2	10	65	75	61	53	.....	.....	59	15	1	.....	75	75
	Other Schools ...	2	.....	94	94	63	57	.....	.....	70	18	6	.....	94	94
	TOTAL ...	4	10	159	169	124	110	.....	.....	129	33	7	.....	169	169
28.—Montgmy.	GOVERNMENT SCHOOL ...	1	.....	7	7	7	6	.....	.....	3	1	3	.....	7	7
29.—Muzaffergarh ...	GOVERNMENT SCHOOL ...	1	.....	21	21	24	20	.....	.....	15	3	3	.....	21	21
30.—D. I. Khán	GOVERNMENT SCHOOL ...	1	.....	35	35	24	20	.....	.....	31	3	1	.....	35	35
	AIDED SCHOOL—														
	C. M. S. Mission School...	1	.....	20	20	27	19	.....	1	13	4	2	.....	20	20
	Total for the District ...	2	.....	55	55	51	39	.....	1	44	7	3	.....	55	55
31.—D. G. Khán	GOVERNMENT SCHOOL—														
	District School ...	1	.....	53	53	48	43	.....	.....	47	5	1	.....	53	53
32.—Bannu ...	AIDED SCHOOL—														
	C. M. S. Mission School...	1	.....	10	10	5	5	.....	1	4	5	.....	.....	10	9
Mooltán Circle ...	Total—Government Schools	11	14	363	377	292	256	.....	.....	298	59	18	2	377	373
	Aided " for Natives	4	.....	102	102	109	85	.....	2	77	21	2	.....	102	101
	GRAND TOTAL ...	15	14	465	479	401	341	.....	2	375	80	20	2	479	474
GRAND TOTAL	ENGLISH SCHOOLS.—GOVT.	63	241	1,836	2,077	2,137	1,786	1	3	1,306	505	159	3	2,018	1,844
	DO. AIDED for Europeans & Eurasians	4	29	43	72	85	81	72	.....	.....	.....	.....	.....	72	19
	DO. AIDED for Natives ...	36	144	914	1,058	1,086	834	.....	40	672	256	87	3	1,058	938
	TOTAL ...	40	173	957	1,130	1,171	915	72	40	672	256	87	3	1,130	957
	TOTAL ...	103	414	2,793	3,207	3,308	2,701	73	43	2,178	761	246	6	3,148	2,801

* The total amount of the grant-in-aid allowed to the Asylum during the year was ... Rs 4,800
The expenditure on tuition only in the several schools was ... " 1,799

Balance being expended on boarding &c. &c. ... Rs 3,001

Vernacular) for Boys for the official year 1879-80.—Continued.

Scholars on 31st March learning					*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*		REMARKS.
Hindi (Nágrí.)	Persian.	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Other sources.	Total.	Total Cost.	Cost to Government.	Matriculation or equivalent Examination.	Middle School Examination.	
8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12	13	
												Rs. A.	Rs. A.			
.....	74	.....	.....	.....	2,465	.....	.....	678	1,100	771	5,014	70 10	34 11	.....	15	
.....	.....	.....	.....	.....	3,301	.....	.....	.....	.....	.....	3,301	206 5	206 5	.....	.....	
.....	74	.....	.....	.....	5,766	.....	.....	678	1,100	771	8,315	95 9	66 4	.....	15	
.....	19	.....	.....	.....	1,714	.....	.....	243	9	.....	1,966	70 3	61 3	.....	4	
.....	32	.....	.....	.....	634	.....	.....	26	373	.....	733	23 10	10 12	.....	8	
.....	51	.....	.....	.....	2,048	.....	.....	269	382	.....	2,699	45 12	34 11	.....	12	
.....	80	4	25	.....	9,466	.....	.....	732	.....	.....	10,198	104 0	96 9	4	21	
.....	36	.....	.....	.....	300	.....	.....	149	.....	594	1,043	24 13	7 2	.....	3	
.....	116	4	26	.....	9,766	.....	.....	881	.....	594	11,241	80 5	59 12	4	24	
.....	93	.....	.....	.....	1,602	.....	.....	244	.....	.....	1,846	48 7	42 2	.....	7	
.....	85	.....	.....	.....	1,812	.....	.....	205	300	3,071	5,388	125 4	42 2	1	4	
.....	15	.....	.....	.....	1,292	.....	.....	68	.....	.....	1,360	123 10	117 7	.....	.....	
.....	4	.....	.....	.....	1,534	.....	.....	52	.....	3	1,589	198 10	191 12	.....	4	
.....	185	4	25	.....	15,942	.....	.....	1,365	882	3	17,692	82 11	74 8	4	44	
.....	.....	.....	.....	.....	3,301	.....	.....	.....	.....	.....	3,301	206 5	206 5	.....	.....	
.....	145	.....	.....	.....	4,577	.....	.....	1,032	1,400	4,436	11,445	73 6	29 5	2	22	
.....	330	4	25	.....	23,820	.....	.....	2,397	1,782	4,439	32,438	84 0	61 11	6	66	
.....	88	12	71	.....	4,000	.....	.....	468	.....	.....	4,468	77 1	68 15	.....	8	
.....	7	.....	.....	.....	196	.....	.....	77	116	19	408	58 5	28 0	.....	4	
.....	92	12	71	.....	4,196	.....	.....	545	116	19	4,876	75 0	64 9	.....	12	
.....	72	.....	.....	.....	1,045	.....	.....	254	436	1,747	2,482	45 3	13 9	.....	4	
.....	164	12	71	.....	5,241	.....	.....	799	552	1,766	7,358	51 13	36 15	.....	16	
.....	75	1	36	.....	4,607	.....	.....	459	.....	.....	5,066	86 1	75 9	2	5	
.....	94	.....	.....	.....	789	161	.....	68	733	553	2,304	36 9	12 8	.....	12	
.....	169	1	36	.....	5,396	161	.....	527	733	553	7,370	59 7	45 9	2	17	
.....	7	.....	.....	.....	117	38	.....	87	114	180	536	76 9	16 11	.....	2	
.....	21	.....	.....	.....	.....	699	.....	47	404	41	1,191	49 10	...	.....	.....	
.....	35	.....	.....	.....	.....	.....	.....	82	991	.....	1,073	44 11	...	.....	3	
.....	20	.....	.....	.....	1,415	.....	.....	71	.....	1,366	2,852	105 2	52 6	.....	8	
.....	55	.....	.....	.....	1,415	.....	.....	153	991	1,366	3,925	76 13	27 12	.....	11	
.....	53	.....	.....	.....	2,087	.....	.....	256	.....	.....	2,343	48 13	43 7	.....	5	
.....	9	.....	.....	.....	240	.....	.....	48	60	491	839	167 13	48 0	.....	1	
.....	377	13	71	36	11,796	898	.....	1,544	2,358	793	17,389	59 9	40 6	2	39	
.....	101	.....	.....	.....	2,700	.....	.....	373	496	3,604	7,173	65 13	24 12	.....	13	
.....	478	13	71	36	14,496	898	.....	1,917	2,854	4,397	24,562	61 4	36 2	2	52	
3	2,060	256	333	36	1,23,191	4,553	2,866	18,620	9,573	1,447	1,60,250	75 0	57 10	81	352	
.....	6	.....	.....	53	3,971	.....	2,008	12,066	54	.....	23,069	310 4	105 9	7	.....	
20	963	41	64	.....	27,062	.....	282	5,080	2,583	28,312	63,319	58 5	24 15	24	119	
20	969	41	64	53	36,033	.....	2,290	17,116	2,637	28,312	86,388	76 9	39 12	31	119	
23	3,029	300	397	89	1,59,224	4,553	5,156	35,736	12,210	29,759	2,46,638	74 9	48 2	112	471	

Statistical Return of High and Middle Schools (English and

District.	Name or Class of Institutions.	Number of Institutions.	No. of scholars on the rolls on 31st March.			Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March.						Number of	
			In High School.	In Middle School.	Total.			Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Sikhs.	Others.	English.	Urdu.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b
	GOVERNMENT VERNACULAR SCHOOLS—														
1.—Delhi ...	Middle Schools ...	6	.....	115	115	126	87	.....	.....	97	18	.....	.....	.....	115
2.—Gurgáon	" ...	9	.....	117	117	129	91	.....	.....	81	36	.....	.....	.....	117
3.—Karnál ...	" ...	3	.....	56	56	65	52	.....	.....	33	23	.....	.....	.....	56
4.—Hissár ...	" ...	1	.....	9	9	8	7	.....	.....	6	3	.....	.....	.....	9
5.—Rohtak ...	" ...	4	.....	63	63	53	37	.....	.....	49	14	.....	.....	.....	63
6.—Umballa	" ...	11	.....	305	205	177	139	.....	.....	101	82	22	.....	.....	205
7.—Ludhiána	" ...	9	.....	245	245	204	172	.....	.....	105	46	94	.....	.....	245
	TOTAL UMBALLA CIRCLE ...	43	.....	810	810	762	585	.....	.....	472	222	116	.....	.....	810
	LAHORE CIRCLE.														
8.—Jullundur	Middle Schools ...	10	.....	209	209	253	200	.....	.....	107	68	28	.....	.....	209
9.—Hoshiárpur	" ...	8	.....	233	233	283	245	.....	.....	128	92	15	.....	.....	233
10.—Kángra ...	" ...	2	.....	31	31	25	20	.....	.....	26	4	1	.....	.....	31
11.—Amritsar	" ...	8	.....	109	109	105	88	.....	.....	47	40	22	.....	.....	109
12.—Gurdáspur	" ...	4	.....	59	59	71	57	.....	.....	28	24	7	.....	.....	59
13.—Siálkot ...	" ...	6	.....	157	157	134	114	.....	.....	75	71	11	.....	.....	157
14.—Lahore ...	" ...	6	.....	160	160	147	128	.....	.....	59	62	39	.....	.....	160
15.—Gujránwála	" ...	3	.....	70	70	69	59	.....	.....	46	16	8	.....	.....	70
16.—Ferozepur	" ...	4	.....	91	91	81	69	.....	.....	32	25	33	1	.....	91
	TOTAL LAHORE CIRCLE ...	51	.....	1,119	1,119	1,168	980	.....	.....	548	408	162	1	.....	1,119
	RAWALPINDI CIRCLE.														
17.—Rawalpindi	Middle School ...	4	.....	91	91	107	69	.....	.....	44	19	28	.....	.....	91
18.—Jhelum ...	" ...	2	.....	40	40	54	36	.....	.....	19	14	7	.....	.....	40
19.—Gujrat ...	" ...	4	.....	84	84	101	85	.....	.....	40	35	9	.....	.....	84
20.—Shahpur	" ...	3	.....	25	25	29	24	.....	.....	18	7	.....	.....	.....	25
21.—Peshawar	" ...	1	.....	17	17	15	12	.....	.....	2	14	1	.....	.....	15
22.—Hazara ...	" ...	1	.....	24	24	29	18	.....	.....	13	10	1	.....	.....	24
	TOTAL RAWALPINDI CIRCLE	15	.....	281	281	335	244	.....	.....	136	99	46	.....	.....	281
	MOOLTAN CIRCLE.														
23.—Mooltan	Middle School ...	2	.....	25	25	25	21	.....	.....	15	10	.....	.....	.....	25
24.—Jhang ...	" ...	2	.....	35	35	45	38	.....	.....	28	7	.....	.....	.....	35
25.—Montgmry	" ...	2	.....	50	50	41	39	.....	.....	43	5	2	.....	.....	50
26.—Muzaffar-garh ...	" ...	1	.....	12	12	13	12	.....	.....	8	4	.....	.....	.....	12
27.—D. I. Khan	" ...	2	.....	53	53	45	38	.....	.....	33	20	.....	.....	.....	53
28.—D. G. Khan	" ...	4	.....	50	50	46	41	.....	.....	21	28	1	.....	.....	50
29.—Bannu ...	" ...	2	.....	27	27	15	11	.....	.....	17	9	1	.....	.....	27
	TOTAL MOOLTAN CIRCLE ...	15	.....	252	252	230	200	.....	.....	165	83	4	.....	.....	252
	GRAND TOTAL GOVERNMENT VERNACULAR SCHOOLS ...	124	.....	2,462	2,462	2,495	2,009	.....	.....	1,321	812	328	1	.....	2,462
Grand Total	English & Vernacular Schools ...	227	414	5,255	5,669	5,803	4,710	73	43	3,399	1,573	571	7	3,148	5,263

Vernacular) for Boys for the official year 1879-80.—Concluded.

Scholars on 31st March learning					*Expenditure.*							*Annual cost of educating each scholar.*				*Number passed.*		REMARKS.
Hindí (Nágrí.)	Persian.	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Other sources.	Total.	Total Cost.		Cost to Government.		Matriculation or equivalent Examination.	Middle School Examination.	
8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10		11		12	13	
												Rs.	A.	Rs.	A.			
.....	115	.....	.....	.....	.....	1,780	.....	302	648	.....	2,730	21	11	.....		.....	21	
.....	117	.....	.....	.....	.....	3,138	.....	113	592	.....	3,843	29	13	.....		.....	33	
.....	56	.....	.....	.....	.....	797	.....	203	.....	.....	1,000	15	6	.....		.....	10	
.....	9	.....	.....	.....	.....	164	.....	6	74	.....	244	30	8	.....		.....	.....	
.....	63	.....	.....	.....	.....	1,575	.....	65	489	.....	2,129	40	3	.....		.....	15	
.....	205	.....	.....	.....	.....	2,022	.....	232	1,128	.....	3,382	19	1	.....		.....	36	
.....	245	.....	.....	.....	640	1,871	.....	429	.....	.....	2,940	14	7	12	2	.....	41	
.....	810	.....	.....	.....	640	11,347	.....	1,350	2,931	.....	16,268	21	6	0	13	.....	157	
.....	209	.....	.....	.....	120	3,454	.....	561	462	.....	4,587	18	2	0	8	.....	49	
.....	233	.....	.....	.....	476	1,632	.....	231	411	.....	2,750	9	12	1	11	.....	39	
.....	31	.....	.....	.....	.....	441	.....	6	420	.....	867	34	11	.....		.....	4	
.....	109	.....	.....	.....	234	2,532	.....	67	204	.....	3,037	28	15	2	4	.....	9	
.....	8	.....	.....	.....	17	1,654	.....	158	755	.....	2,584	36	6	0	4	.....	17	
.....	157	.....	.....	.....	207	1,248	.....	63	369	.....	1,887	14	1	1	9	.....	19	
.....	160	.....	.....	.....	.....	1,000	.....	76	796	.....	1,973	13	7	.....		.....	29	
.....	70	.....	.....	.....	.....	338	.....	74	323	.....	735	10	10	.....		.....	4	
.....	91	.....	.....	.....	.....	966	.....	112	357	.....	1,435	17	11	.....		.....	10	
.....	1,119	.....	.....	.....	1,054	13,365	.....	1,339	4,097	.....	19,855	17	0	0	14	.....	180	
.....	91	.....	.....	.....	.....	1,166	.....	40	200	.....	1,406	13	2	.....		.....	38	
.....	40	.....	.....	.....	.....	602	.....	22	.....	.....	624	11	9	.....		.....	16	
.....	84	.....	.....	.....	681	332	.....	81	.....	.....	1,094	10	13	6	12	.....	28	
.....	25	.....	.....	.....	220	157	.....	10	686	.....	1,073	37	0	7	9	.....	7	
.....	17	.....	.....	.....	375	.....	.....	4	380	.....	759	50	10	25	0	.....	2	
.....	24	.....	.....	.....	281	55	.....	4	20	.....	360	12	7	9	11	.....	5	
.....	281	.....	.....	.....	1,557	2,312	.....	161	1,286	.....	5,316	15	14	4	10	.....	96	
.....	25	.....	.....	.....	.....	526	.....	28	.....	.....	554	22	3	.....		.....	3	
.....	35	.....	.....	.....	314	411	.....	23	220	112	1,080	24	0	7	0	.....	2	
.....	50	.....	.....	.....	.....	308	.....	145	653	.....	1,106	27	0	.....		.....	9	
.....	12	.....	.....	.....	.....	276	.....	6	147	.....	429	33	0	.....		.....	.....	
.....	53	.....	.....	.....	316	6	.....	.....	224	.....	546	12	0	7	0	.....	9	
.....	50	5	.....	.....	.....	1,010	.....	.....	.....	.....	1,010	21	15	.....		.....	9	
.....	27	.....	.....	.....	32	245	.....	.....	306	.....	583	28	13	2	2	.....	.....	
.....	252	5	.....	.....	662	2,782	.....	202	1,550	112	5,308	23	1	2	14	.....	32	
.....	2,462	5	.....	.....	3,913	20,806	.....	3,052	9,864	112	46,747	18	12	1	9	.....	465	
23	5,491	30	397	89	1,63,157	34,359	5,156	33,788	22,074	29,871	2,93,385	50	9	28	1	112	936	

SUBSIDIARY

Statistical Return of Primary Schools (English and

District.	Name or Class of Institutions.	Number of Institutions.	No. of Scholars on the rolls on 31st March. In Upper Division.	In Lower Division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the Scholars on 31st March. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Sikhs.	Others.	Number of English.	Urdu.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b
	ENGLISH SCHOOLS.														
	UMBALLA CIRCLE.														
Delhi ...	Government ...	8	239	570	809	892	621	.....	1	501	303	4	.....	224	809
	Aided ...	5	155	413	568	606	374	.....	6	454	108	.....	.....	224	513
	Total for the District ...	13	394	983	1,377	1,498	995	.....	7	955	411	4	.....	448	1,322
Gurgáon ...	Government ...	7	93	276	369	409	295	.....	.....	297	72	.....	.....	93	342
Karnál ...	Ditto ...	5	118	325	443	450	325	.....	1	340	98	4	.....	118	372
Hissár ...	Ditto ...	6	80	535	615	644	427	.....	1	562	52	.....	.....	95	300
Rohtak ...	Ditto ...	6	75	311	386	431	300	.....	.....	265	117	4	.....	75	358
Sirsa ...	Ditto ...	2	55	215	270	221	186	.....	.....	212	53	5	.....	55	174
Umballa ...	Ditto ...	7	195	486	681	721	509	.....	.....	512	134	35	.....	195	524
	Aided ...	8	65	701	766	716	530	1	14	458	237	25	31	559	719
	Total for the District ...	15	260	1,187	1,447	1,437	1,039	1	14	970	371	60	31	754	1,243
Ludhiána ...	Government ...	2	151	204	355	301	254	.....	.....	126	194	35	.....	151	355
	Aided ...	3	57	220	277	293	221	.....	15	154	102	6	.....	228	277
	Total for the District ...	5	208	424	632	594	475	.....	15	280	296	41	.....	379	632
Simla ...	Government ...	2	40	87	127	154	123	.....	1	94	32	.....	.....	40	127
	Aided Schools for Europeans	2	31	41	72	75	70	72	.....	.....	.....	.....	.....	72	...
	Other Aided Schools ...	6	47	77	124	127	92	.....	7	115	2	.....	.....	22	60
	Total for the District ...	10	118	205	323	356	285	72	8	209	34	.....	.....	134	187
UMBALLA CIRCLE.	Total Government Schools ...	45	1,046	3,009	4,055	4,223	3,040	.....	4	2,909	1,055	67	.....	1,046	3,361
	Total Aided Schools { for Europeans	2	31	41	72	75	70	72	.....	.....	.....	.....	.....	72	.....
	Total Aided Schools { for Natives ...	22	324	1,411	1,735	1,742	1,217	1	42	1,181	449	31	31	1,033	1,569
	GRAND TOTAL ENGLISH SCHOOLS ...	69	1,401	4,461	5,862	6,040	4,327	73	46	4,090	1,504	118	31	2,151	4,930
	LAHORE CIRCLE.														
Jullundur ...	Government ...	5	151	272	423	438	337	.....	.....	274	129	20	.....	151	383
	Aided ...	4	107	441	548	417	318	1	4	354	176	11	2	353	548
	Total for the District ...	9	258	713	971	855	655	1	4	628	305	31	2	504	931
Hoshiárpur ...	Government ...	5	163	245	408	413	345	.....	5	248	141	14	.....	163	408
Kángra ...	Ditto ...	6	88	181	269	330	227	.....	1	214	54	.....	.....	92	269
	Aided ...	2	20	97	117	105	85	.....	6	101	10	.....	.....	45	103
	Total for the District ...	8	108	278	386	435	312	.....	7	315	64	.....	.....	137	372
Amritsar ...	Government ...	8	399	976	1,375	1,347	1,131	.....	3	778	369	222	3	399	1,098
	Aided ...	8	124	653	777	726	584	.....	4	464	117	192	.....	256	544
	Total for the District ...	16	523	1,629	2,152	2,073	1,715	.....	7	1,242	486	414	3	655	1,642
Gurdáspur ...	Government ...	9	436	827	1,263	1,222	973	.....	1	813	358	90	1	436	1,154
	Aided ...	1	9	16	25	17	17	.....	25	.....	.....	.....	.....	25	25
	Total for the District ...	10	445	843	1,288	1,239	990	.....	26	813	358	90	1	461	1,179
Siálkot ...	Government ...	2	122	158	280	255	214	.....	.....	135	127	18	.....	122	280
	Aided ...	3	115	371	486	446	348	.....	11	187	233	54	1	115	486
	Total for the District ...	5	237	529	766	701	562	.....	11	322	360	72	1	237	766
Lahore ...	Government ...	7	415	750	1,165	1,121	962	.....	1	593	495	33	3	415	1,106
	Aided { For Europeans ...	2	18	52	70	65	56	69	.....	.....	.....	.....	1	70	62
	Aided { For Natives ...	24	243	877	1,120	1,215	858	.....	15	741	314	6	.....	958	689
	Total for the District ...	33	676	1,679	2,355	2,401	1,876	69	16	1,334	809	123	4	1,443	1,861

FORM No. 4

Vernacular) for Boys for the official year 1879-80.

Scholars on 31st March learning					Expenditure.							Annual cost of Educating each scholar.		Number passed.		Remarks.
Hindi (Nágrí.)	Hindi (Landé Mahájani, &c.)	Persian.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Other sources.	Total.	Total Cost.	Cost to Government.	Upper School Examination.	Lower Primary School Examination.	
8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12	13	
												Rs. A.	Rs. A.			
...	...	629	...	...	4,714	26	2,578	1,274	2,915	...	11,507	12 15	5 5	10	61	
40	40	311	...	...	2,814	...	...	1,791	761	1,060	6,426	10 10	4 10	6	24	
40	40	940	...	...	7,528	26	2,578	3,065	3,676	1,060	17,933	12 0	5 0	16	85	
...	47	186	...	...	1,179	...	...	1,036	989	...	3,204	7 14	2 14	15	34	
6	113	184	...	...	1,617	19	...	583	480	...	2,699	6 0	3 9	14	12	
...	347	140	...	...	1,409	149	...	603	1,361	...	3,522	5 8	2 3	5	7	
...	45	141	...	...	1,426	22	...	649	665	...	2,762	6 7	3 5	8	19	
...	106	85	...	...	...	...	...	163	1,321	...	1,484	6 11	...	...	...	
..	239	316	..	...	1,850	59	...	1,275	1,500	323	5,007	6 15	2 5	9	23	
67	113	166	...	...	2,160	...	102	670	...	2,617	5,549	7 12	3 0	17	34	
67	352	482	...	...	4,010	59	102	1,945	1,500	2,940	10,556	7 5	2 13	26	57	
...	...	220	...	...	140	647	...	662	1,274	65	2,788	9 4	0 8	12	25	
...	...	121	...	...	1,362	...	...	473	260	970	3,065	10 7	4 10	14	16	
...	...	341	...	...	1,502	647	...	1,135	1,534	1,035	5,853	9 14	2 8	26	41	
...	...	64	...	...	514	...	...	401	556	221	1,672	10 14	3 5	7	13	
...	...	...	...	24	2,865	...	1,833	2,655	240	143	7,736	103 2	38 3	...	...	No examination held.
124	...	...	...	...	360	...	...	...	...	1,504	1,864	14 11	2 13	...	...	
124	...	64	...	24	3,739	...	1,833	3,056	776	1,868	11,272	31 11	10 8	7	13	
6	897	1,965	.....	.....	12,849	922	2,578	6,646	11,041	609	34,645	8 3 0	3 1	80	194	
.....	.....	.....	.....	24	2,865	.....	1,833	2,655	240	143	7,736	103 2	38 3	.....	.....	
231	153	598	.....	.....	6,696	...	102	2,934	1,021	6,151	16,904	9 11	3 14	37	74	
237	1,050	2,563	.....	24	22,410	922	4,513	12,235	12,302	6,903	59,285	9 13	3 11	117	268	
.....	40	169	.....	.....	1,741	861	.....	475	480	.....	3,057	7 0	4 0	27	34	
.....	.....	303	.....	.....	1,200	.....	.....	865	.....	844	2,909	7 0	2 14	27	56	
.....	40	472	.....	.....	2,941	361	.....	1,340	480	844	5,966	7 0	3 7	54	90	
.....	.....	224	.....	.....	1,438	.....	.....	788	886	.....	3,112	7 9	3 8	39	28	
.....	.....	145	39	.....	1,592	1,168	90	88	660	360	3,904	11 13	4 13	26	32	
14	.....	44	.....	.....	720	.....	.....	70	20	727	1,537	14 10	6 14	.....	17	
14	.....	189	39	.....	2,312	1,168	90	158	680	1,033	5,441	12 8	5 5	26	49	
.....	277	608	.....	.....	5,173	169	.....	3,090	2,456	.....	10,888	8 1	3 13	79	135	
.....	373	236	.....	.....	2,635	.....	180	882	.....	1,670	5,367	7 6	3 10	21	34	
.....	650	844	.....	.....	7,808	169	180	3,972	2,456	1,670	16,255	7 13	3 12	100	169	
53	230	437	.....	.....	5,107	908	.....	2,015	2,797	673	9,500	7 12	2 9	73	117	
.....	.....	19	.....	.....	240	.....	.....	217	.....	887	1,344	79 1	14 2	.....	2	
53	230	456	.....	.....	5,347	908	.....	2,232	2,797	1,560	10,844	8 12	2 11	73	119	
.....	.....	173	.....	.....	199	435	.....	88	659	.....	1,381	5 7	0 12	27	47	
.....	19	265	.....	.....	1,365	.....	.....	374	92	1,452	3,283	7 6	8 1	15	35	
.....	19	438	.....	.....	1,564	435	.....	462	751	1,452	4,664	6 10	2 4	42	82	
13	31	63	15	.....	3,782	344	.....	2,363	1,090	121	7,700	6 14	3 6	70	128	
.....	.....	.....	.....	.....	2,000	.....	624	1,097	216	862	4,799	73 13	30 12	6	3	
111	292	97	34	.....	3,420	.....	.....	1,892	.....	2,829	8,141	6 11	2 12	16	54	
124	628	1,024	49	.....	9,202	344	624	5,352	1,306	3,812	20,640	8 10	3 13	92	185	

SUBSIDIARY

Statistical Return of Primary Schools (English and

District.	Name or Class of Institutions.	Number of Institutions.	No. of Scholars on the rolls on 31st March. In Upper Division.	In Lower Division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the Scholars on 31st March. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Sikhs.	Others.	Number of English.	Urdu.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b
Gujránwála ...	Government ...	4	86	200	286	319	266	.....	.....	153	93	40	.....	86	286
	Aided ...	5	146	717	863	775	629	.....	2	493	277	91	.....	207	677
	Total for the District ...	9	232	917	1,149	1,094	895	.....	2	646	370	131	.....	293	963
Ferozepore ...	Government ...	4	138	386	524	509	397	.....	1	343	148	31	1	138	483
LAHORE CIRCLE.	TOTAL GOVT. SCHOOLS ...	50	1,998	3,995	5,993	5,954	4,852	.....	12	3,551	1,914	508	8	2,002	5,467
	„ AIDED SCHOOLS. for Europeans...	2	18	52	70	65	56	69	.....	.....	.....	.....	1	70	62
	„ AIDED SCHOOLS. for Natives ...	47	764	3,172	3,936	3,701	2,839	1	67	2,340	1,127	398	3	1,959	3,066
	TOTAL ENGLISH SCHOOLS	99	2,780	7,219	9,999	9,720	7,747	70	79	5,891	3,041	906	12	4,031	8,595
	RAWALPINDI CIRCLE.														
Rawalpindi ...	Lawrence Memorial Asylum Murree ...	1	20	59	79	74	74	79	.....	.....	.....	.....	.....	79	65
	Aided Mission Schools* (for Natives) ...	3	91	438	529	485	325	.....	8	289	153	79	.....	267	529
	TOTAL ...	4	111	497	608	559	399	79	8	289	153	79	.....	346	594
Jhelum ...	Government ...	2	159	262	421	406	319	.....	.....	262	128	31	.....	148	339
Gujrát ...	Government ...	2	113	181	294	309	271	.....	.....	181	90	23	.....	113	294
	Aided ...	1	59	218	277	256	204	.....	.....	100	170	7	.....	59	277
	Total for the District ...	3	172	399	571	565	475	.....	.....	281	260	30	.....	172	571
Shahpur ...	Government ...	3	128	240	368	377	305	.....	.....	274	87	7	.....	128	368
Peshawur ...	Aided ...	3	61	331	392	414	291	.....	2	214	138	36	2	179	392
Hazára ...	Government ...	1	24	43	67	69	59	.....	2	22	36	7	.....	24	67
Kohát ...	Government ...	1	31	147	178	163	128	.....	.....	87	66	25	.....	31	114
RAWALPINDI CIRCLE.	TOTAL GOVT. SCHOOLS ...	9	455	873	1,328	1,324	1,082	.....	2	826	407	93	.....	444	1,182
	„ AIDED SCHOOLS. For Europeans...	1	20	59	79	74	74	79	.....	.....	.....	.....	.....	79	65
	„ AIDED SCHOOLS. For Natives ...	7	211	987	1,198	1,155	820	.....	10	603	461	122	2	505	1,198
	GRAND TOTAL ENG. SCHOOLS	17	686	1,919	2,605	2,553	1,976	79	12	1,429	868	215	2	1,028	2,445
	MOOLTAN CIRCLE.														
Mooltan ...	Government ...	6	187	417	604	575	503	.....	.....	414	182	7	1	187	604
	AIDED for Europeans and Eurasians ...	1	10	19	29	25	21	29	.....	.....	.....	.....	.....	29	.....
	AIDED for Natives ...	2	126	248	374	376	289	.....	1	273	96	4	.....	126	302
	Total for the District ...	9	323	684	1,007	976	813	29	1	687	278	11	1	342	[illegible]
Jhang ...	Government ...	3	190	363	553	47	507	.....	.....	322	204	27	.....	190	528
Montgomery...	Do. ...	1	17	39	56	57	49	.....	.....	28	18	10	.....	17	56
Muzaffargarh	Do. ...	1	43	131	174	155	126	.....	.....	114	50	10	.....	44	120
Dera I. Khán...	Do. ...	1	67	145	212	188	143	.....	.....	182	28	2	.....	67	145
	Aided ...	1	26	222	248	253	197	.....	2	120	116	10	.....	58	211
	Total for the District ...	2	93	367	460	441	340	.....	2	302	144	12	.....	125	356
Dera G. Khán	Government ...	4	112	317	429	417	332	.....	.....	248	196	5	.....	112	363
Bannu ...	Aided ...	4	30	120	150	169	138	.....	.....	73	69	7	1	120	150
MOOLTAN CIRCLE.	TOTAL GOVT. SCHOOLS ...	16	616	1,412	2,028	1,939	1,666	.....	.....	1,378	588	61	1	617	1,816
	„ AIDED SCHOOLS for Europeans ...	1	10	19	29	25	21	29	.....	.....	.....	.....	.....	29	.....
	„ AIDED SCHOOLS for Natives ...	7	182	590	772	798	618	.....	3	466	281	21	1	304	663
	GRAND TOTAL ENG. SCHOOLS	24	808	2,021	2,829	2,762	2,305	29	3	1,844	869	82	2	950	2,479
GRAND TOTAL ...	„ GOVT. ENG. SCHOOLS...	120	4,115	9,289	13,404	13,440	10,640	.....	18	8,664	3,964	[illegible]	1	4,109	11,826
	ENGLISH SCHOOLS AIDED for Europeans ...	6	79	171	250	239	211	249	.....	.....	.....	.....	1	250	127
	ENGLISH SCHOOLS AIDED for Natives ...	83	1,481	6,160	7,641	7,396	5,494	2	122	4,590	2,318	572	37	3,801	6,496
	ENGLISH SCHOOLS ...	209	5,675	15,620	21,295	21,075	16,345	251	140	13,254	6,282	1,221	7	8,160	18,449

FORM No. 4.-A-*Continued.*

Vernacular) *for Boys for the official year* 1879-80.

Scholars on 31st March learning					*Expenditure.*							*Annual cost of Educating each scholar.*		*Number passed.*		REMARKS.
Hindi (Nagri.)	Hindi (Lande Mahajani, &c.)	Persian.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grands.	Other sources.	Total.	Total Cost.	Cost to Government	Upper Primary School Examination.	Lower Primary School Examination.	
8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12	13	
...	58	141	...	...	1,822	...	...	511	1,039	...	3,372	10 8	5 11	19	31	
18	135	230	33	...	1,080	...	...	445	...	1,868	3,393	4 6	1 6	33	53	
18	193	371	33	...	2,902	...	...	956	1,039	1,868	6,765	6 3	2 10	52	84	
4	90	229	...	...	480	...	...	1,244	2,255	201	4,180	8 3	0 15	26	46	
70	726	2,763	54	...	19,334	3,385	90	10,662	12,322	1,301	47,094	7 15	3 4	386	598	
...	...	...	...	...	2,000	...	624	1,097	216	862	4,799	73 13	30 12	6	3	
143	819	1,544	67	...	10,660	...	180	4,745	112	10,277	25,974	7 0	2 14	112	251	
213	1,545	4,307	121	...	31,994	3,385	894	16,504	12,650	12,440	77,867	8 0	3 5	504	852	
...	...	...	...	...	7,763	...	...	...	...	...	7,763	104 14	104 14	...	...	
...	...	265	...	...	1,375	...	...	900	520	167	2,962	6 2	2 13	...	29	
...	...	265	...	...	9.138	...	...	900	520	167	10,725	19 3	16 6	...	29	
54	35	187	8	...	1,785	49	...	724	1,386	...	3,944	9 11	4 6	32	46	
...	93	151	...	...	572	720	...	1,070	576	...	2,938	9 8	1 14	24	34	
...	41	109	...	...	300	...	...	249	10	758	1,317	5 2	1 3	...	...	
...	134	260	...	...	872	720	...	1,319	586	758	4,255	7 8	1 9	24	34	
...	...	192	...	...	1,709	...	...	691	714	...	3,114	8 4	4 9	31	50	
...	...	255	...	...	2,088	...	...	697	300	2,115	5,200	12 9	4 13	...	8	
...	...	42	...	...	1,046	130	...	166	69	...	1,411	20 7	15 3	1	6	
...	64	59	...	...	1,207	...	...	195	329	59	1,790	10 6	7 7	5	12	
54	192	631	8	...	6,319	899	...	2,846	3,074	59	13,197	9 15	4 12	93	148	
...	...	...	...	...	7,763	...	...	...	...	...	7,763	104 14	104 14	...	...	
...	41	629	...	...	3,763	...	...	1,846	830	3,040	9,479	8 3	3 3	...	37	
54	233	1,260	8	...	17,845	899	...	4,692	3,904	3,099	30,439	11 15	7 10	93	185	
...	...	293	...	...	1,358	...	...	1,237	2,858	37	5,490	9 9	2 6	42	104	
...	...	...	...	...	480	...	...	...	360	1,130	1,970	78 13	19 3	...	...	
...	72	176	...	...	655	...	...	439	284	623	2,001	5 5	1 12	12	47	
...	72	469	...	...	2,493	...	...	1,676	3,502	1,790	9,461	9 11	2 9	54	151	
...	25	298	...	...	1,974	351	...	252	1,452	207	4,236	7 12	3 10	45	62	
...	...	29	...	...	180	53	...	...	213	180	626	11 0	3 3	2	8	
12	42	68	...	...	...	498	...	80	249	20	847	5 7	...	5	16	
57	...	67	10	...	...	...	...	222	828	...	1,050	5 9	...	12	16	
...	37	113	...	...	1,165	...	...	470	...	948	2,283	9 0	4 10	9	14	
57	37	180	10	...	1,165	...	...	392	828	948	3,333	7 9	2 10	21	30	
...	66	177	...	...	789	...	...	321	1,440	...	2,550	6 3	1 14	14	14	
...	...	55	...	...	960	...	...	150	240	2,090	3,440	20 6	5 11	...	16	
69	133	932	10	...	4,301	902	...	2,112	7,040	444	14,799	7 10	2 3	120	250	
...	...	...	...	...	480	...	...	...	360	1,130	1,970	78 13	19 3	...	...	
...	109	344	...	...	2,780	...	...	759	524	3,661	7,724	9 11	3 8	21	77	
69	242	1,276	10	...	7,561	902	...	2,871	7,924	5,235	24,493	8 14	2 12	141	327	
199	1,948	6,291	72	...	42,803	6,108	2,668	22,266	33,477	2,413	1,09,735	8 3	3 3	679	1,199	
...	...	...	...	...	13,108	...	2,457	3,752	816	2,135	22,268	93 3	54 14	6	3	
374	1,122	3,115	67	...	23,899	...	282	10,284	2,487	23,129	60,081	8 2	3 4	170	439	
573	3,070	9,408	139	24	79,810	6,108	5,407	36,302	36,780	27,677	1,02,084	9 2	3 13	855	1,632	

The total amount of grant-in-aid allowed to the Asylum during the year was—Rs. 19,800
The expenditure on tuition only in the several schools was— ... Rs. 17,799
Balance, being expended on boarding &c. ... Rs. 2,001

SUBSIDIARY

Statistical Return of Primary Schools (English and

District.	Name or Class of Institutions.	Number of Institutions.	No. of Scholars on the rolls on 31st March. In Upper Division.	In Lower Division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the Scholars on 31st March. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Sikhs.	Others.	Number of English.	Urdu.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b
VERNACULAR SCHOOLS.															
	UMBALLA CIRCLE.														
Delhi ...	Government ...	43	383	1,482	1,865	2,100	1,211	.....	.....	1,550	314	1	.....	.....	1,536
	Aided ...	23	.....	599	599	556	389	.....	76	5	3	.....	515	.....	198
	Total for the District ...	66	383	2,081	2,464	2,656	1,600	.....	76	1,555	317	1	515	.....	1,734
Gurgáon ...	Government ...	60	408	2,049	2,457	2,670	2,483	.....	.....	1,728	726	3	.....	.....	1,793
Karnál ...	Do. ...	32	287	1,132	1,410	1,612	1,184	.....	.....	813	585	12	.....	.....	1,364
Hissar ...	Do. ...	22	97	527	624	645	465	.....	.....	481	143	.....	.....	.....	462
Rohtak ...	Do. ...	39	278	1,344	1,622	1,796	1,153	.....	.....	1,303	319	.....	.....	.....	1,130
Sirsa ...	Do. ...	19	50	404	454	423	478	.....	.....	244	151	59	.....	.....	369
Umballa ...	Do. ...	68	724	2,772	3,496	3,688	2,736	.....	.....	2,183	1,077	233	3	.....	2,902
Ludhiána ...	Do. ...	59	699	1,831	2,530	2,612	2,171	.....	.....	1,135	635	760	.....	.....	2,530
Simla ...	Do. ...	4	21	107	128	151	99	.....	.....	53	67	4	4	...	64
	TOTAL { Government Schools,	346	2,938	11,648	14.586	15,697	10.780	.....	.....	9,490	...	1,072	7	...	12,170
	TOTAL { Aided Schools ...	23	...	599	599	556	389	.....	76	5	4,017 3	.....	515	...	198
UMBALLA CIRCLE.	TOTAL VERNACULAR SCHOOLS	369	2,938	12,247	15,185	16,253	11,169	.....	76	9,495	4,020	1,072	522	...	12,368
	LAHORE CIRCLE.														
Jullundur ...	Government ...	86	789	3,433	4,222	4,051	3,394	.....	.....	2,092	1,777	343	10	...	4,177
Hoshiárpur ...	Ditto ...	82	920	2,903	3,823	3,628	3,098	.....	.....	2,499	1,113	205	6	...	3,780
Kángra ...	Ditto ...	35	426	1,397	1.823	2,236	1,503	.....	.....	1,664	153	3	.....	...	1,715
Amritsar ...	Ditto ...	65	676	2,325	3,001	2,925	2.389	.....	.....	1,144	1,149	708	.....	...	2,969
Gurdáspur ...	Ditto ...	84	805	2,716	3,521	3,578	2,804	.....	.....	1,617	1,446	453	5	...	3,521
Siálkot ...	Ditto ...	64	919	2,524	3,443	3,241	2,768	.....	.....	1,508	1,559	376	.....	...	3,443
Lahore ...	Ditto ...	39	508	1,465	1,963	2,082	1,779	.....	.....	727	905	341	.....	...	1,973
Gujránwála ...	Ditto ...	59	883	2,023	2,906	2,857	2,380	.....	.....	1,491	1,014	401	.....	...	2,906
Ferozepore ...	Ditto ...	46	334	1,235	1,569	1,606	1,140	.....	.....	471	654	432	12	...	1,569
LAHORE CIRCLE.	TOTAL GOVT. SCHOOLS ...	560	6,260	20,021	26,281	26,204	21,255	.....	.....	13,213	9,770	3,262	36	.....	26,053
	RAWALPINDI CIRCLE.														
Ráwalpindi ...	Government ...	49	697	2,386	3,083	3,397	2,262	.....	.....	978	1,584	520	1	.....	3,023
Jhelum ...	Ditto ...	33	1,028	1,467	2,495	2,601	1,931	.....	1	1,068	1,265	161	.....	.....	2,495
Gujrát ...	Ditto ...	40	1,003	2,032	3,035	3,208	2,619	.....	.....	1,066	1,619	293	57	.....	2,960
Sháhpur ...	Ditto ...	31	381	1,204	1,585	1,633	1,348	.....	1	856	624	104	.....	.....	1,371
Pesháwar ...	Ditto ...	35	202	1,151	1,353	1,408	1,018	.....	.....	227	1,107	19	.....	.....	1,316
Hazára ...	Ditto ...	15	109	580	689	724	505	.....	.....	224	441	24	.....	.....	689
Kohát ...	Ditto ...	2	11	101	112	110	87	.....	.....	[illegible]	75	.....	.....	.....	112
RAWALPINDI CIRCLE.	TOTAL GOVT. SCHOOLS ...	205	3,431	8,921	12,352	13,081	9,770	.....	2	4,456	6,715	1,121	58	.....	11,966
	MOOLTAN CIRCLE.														
Mooltán ...	Government ...	42	416	1,618	2,034	1,924	1,444	.....	.....	803	1,226	5	.....	.....	2,034
Jhang ...	Ditto ...	26	298	924	1,222	1,116	915	.....	.....	584	603	35	.....	.....	1,222
Montgomery ...	Ditto ...	23	454	797	1,251	1,176	987	.....	.....	761	334	155	1	.....	1,091
Muzaffargarh,	Ditto ...	23	379	898	1,277	1,149	923	.....	.....	614	654	7	2	.....	1,277
Dera I. Khán,	Ditto ...	22	475	928	1,403	1,326	1.089	.....	.....	758	635	10	.....	.....	1,281
Dera G. Khán,	Ditto ...	28	322	963	1,285	1,415	1,139	.....	.....	442	839	3	1	.....	1,217
Bannú ...	Ditto ...	20	165	793	958	851	643	.....	.....	490	465	3	.....	.....	875
MOOLTAN CIRCLE.	TOTAL GOVT. SCHOOLS ...	184	2,509	6,921	9,430	8,954	7,145	.....	.....	4,452	4,756	218	4	.....	8,997
GRAND TOTAL VERNACULAR SCHOOLS.	GOVERNMENT SCHOOLS ...	1,295	15,138	47,511	62,649	63,936	48,950	.....	2	31,611	[illegible]	5,573	105	.....	59,186
	AIDED SCHOOLS ...	23	.....	599	599	556	389	.....	76	[illegible]	[illegible]	.....	515	.....	198
	TOTAL ...	1,318	15,138	48,110	63,248	64,492	49,339	.....	78	31,6[illegible]	25,261	5,673	620	.....	59,384
Total English and Vernacular Schools	...	1,527	20,813	63,730	84,543	85,567	65,684	251	218	44,870	31,543	6,99[illegible]	667	8,160	77,833

FORM No. 4.A—*Concluded.*

Vernacular) for Boys for the official year 1879-80.

Scholars on 31st March learning					*Expenditure.*							*Annual cost of educating each scholar.*				*Number passed.*		REMARKS.
Hindi (Nagri.)	Hindi (Landé Mahajani, &c.	Persian.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Other sources.	Total.	Total Cost.		Cost to Government.		Upper Primary School Examination.	Lower Primary School Examination.	
8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10		11		12	13	
												Rs.	As.	Rs.	As.			
71	314	1,390	...	...	...	8,416	...	498	499	...	9,413	4	8	...		47	103	
573	...	6	...	...	600	...	...	...	600	2,289	3,489	6	4	1	1	...	...	
644	314	1,396	...	...	600	8,416	...	498	1,099	2,289	12,902	4	14	0	4	47	103	
635	29	746	...	...	...	13,157	...	806	587	...	14,550	5	7	...		53	130	
46	...	455	...	...	...	6,700	...	513	565	...	7,778	4	13	...		38	134	
157	5	122	...	...	...	3,026	...	70	181	...	3,277	5	1	...		24	41	
119	389	495	...	...	...	8,704	...	441	1,243	...	10,388	5	13	...		38	89	
50	15	98	...	...	...	2,665	...	26	285	...	2,976	7	1	...		11	29	
118	578	1,274	...	...	...	14,532	...	1,127	118	...	15,777	4	4	...		129	287	
42	...	1,194	...	...	728	11,062	110	1,525	875	10	14,310	5	8	0	4	134	322	
48	16	46	...	...	...	936	...	7	...	74	1,017	6	12	...		3	14	
1,286	1,346	5,820	...	...	728	69,198	110	5,013	4,353	84	79,486	5	1	0	1	477	1,149	
573	...	6	...	...	600	...	...	...	600	2,289	3,489	6	4	1	1	...	...	
1,859	1,346	5,826	...	...	1,328	69,198	110	5,013	4,953	2,373	82,975	5	2	0	1	477	1,149	
...	45	1,352	...	...	60	13,593	...	1,752	1,094	...	16,499	4	1	...		215	435	
65	...	1,686	...	...	450	12,880	...	1,035	463	97	14,925	4	2	0	2	292	461	
84	24	441	36	...	...	7,693	263	9	738	793	9,496	4	4	...		102	211	
...	32	1,037	...	...	106	11,597	...	789	322	...	12,814	4	6	0	1	83	171	
10	77	1,286	19	...	41	13,284	...	1,203	1,707	...	16,235	4	9	...		135	320	
...	...	1,563	...	...	53	13,375	...	577	928	...	14,933	4	10	...		137	400	
...	...	761	...	...	...	6,072	...	143	900	...	7,115	3	7	...		123	217	
...	...	1,327	...	...	...	8,202	...	1,194	1,663	...	11,059	3	14	...		72	276	
...	...	604	...	...	...	7,254	...	183	45	...	7,482	4	11	...		77	140	
159	178	10,057	55	...	710	93,950	263	6,885	7,860	890	1,10,558	4	4	...		1,236	2,631	
29	78	1,150	...	...	...	9,037	...	322	336	...	9,695	2	14	...		104	281	
...	...	1,028	...	...	...	7,237	...	497	...	...	7,734	3	0	...		101	238	
55	20	1,539	...	...	684	6,758	...	634	110	...	8,186	2	9	0	3	80	171	
34	167	594	13	...	407	4,577	...	1	1,457	184	6,626	4	1	0	5	35	145	
47	23	493	...	...	466	6,696	...	46	466	...	7,674	5	7	0	5	28	85	
...	...	234	...	...	43	2,659	...	...	130	...	2,832	3	15	0	1	15	32	
...	...	19	...	...	...	640	...	...	...	...	640	5	13	...		...	...	
165	288	5,057	13	...	1,600	37,604	...	1,500	2,499	184	43,387	3	5	0	2	363	952	
...	...	675	...	...	...	7,113	...	108	549	...	7,770	4	0	...		41	142	
...	12	467	...	...	241	5,027	...	44	196	102	5,610	5	1	0	4	37	112	
...	160	459	...	...	...	3,669	...	152	1,128	...	4,949	4	3	...		47	130	
...	...	572	...	...	...	4,584	...	13	963	...	5,560	4	1	...		47	134	
229	...	475	...	...	591	3,946	...	...	1,408	24	5,969	4	8	0	7	45	64	
...	68	475	...	...	...	5,593	...	...	929	...	6,522	4	10	...		35	134	
20	74	313	12	...	38	2,795	...	...	891	...	3,724	4	6	0	1	22	93	
249	314	3,436	12	...	870	32,727	...	317	6,064	126	40,104	4	9	0	2	274	809	
1,859	2,126	24,370	80	...	3,908	2,33,479	373	13,715	20,776	1,284	2,73,535	4	4	0	1	2,350	5,341	
573	...	6	...	...	600	...	...	...	600	2,289	3,489	6	4	1	1	...	...	
2,432	2,126	24,376	80	...	4,508	2,33,479	373	13,715	21,376	3,573	2,77,024	4	4	0	1	2,350	5,541	
3,005	5,196	33,782	219	24	84,318	2,39,587	5,780	50,017	58,156	31,250	4,69,108	5	8	1	0	3,205	7,173	

SUBSIDIARY

Statistical Return of Female Primary Schools (English and

District.	Name or Class of Institutions.	Number of Institutions.	No. of Scholars on the rolls on 31st March. In Upper Division.	In Lower Division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the Scholars on 31st March. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Sikhs.	Others.	Number of English.	Urdu.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b
	ENGLISH SCHOOLS.														
	UMBALLA CIRCLE.														
Delhi	European Day School ...	1	...	54	54	41	35	20	34	...	...	...	...	39	33
Simla	Aided Schools for Europeans	3	67	153	220	223	206	220	...	...	...	...	...	220	...
	" " for Natives ...	2	3	19	22	27	20	...	7	15	...	...	...	6	8
	TOTAL ...	5	70	172	242	250	226	220	7	15	...	...	...	226	8
TOTAL UMBALLA CIRCLE.	AIDED SCHOOLS for Europeans ...	4	67	207	274	264	241	240	34	...	...	...	...	259	33
	AIDED SCHOOLS for Natives ...	2	3	19	22	27	20	...	7	15	...	...	...	6	8
	TOTAL ...	6	70	226	296	291	261	240	41	15	..	..	...	265	41
	LAHORE CIRCLE.														
Lahore ...	AIDED SCHOOLS for Europeans and Eurasians ...	3	9	80	89	75	62	89	...	...	...	...	...	89	14
	AIDED SCHOOLS for Natives ...	1	...	17	17	17	17	...	17	...	...	...	...	17	17
	TOTAL ...	4	9	97	106	92	79	89	17	...	...	...	...	106	31
Gujranwala ...	Government School	1	...	14	14	16	13	...	14	...	...	...	...	14	12
TOTAL LAHORE CIRCLE.	GOVERNMENT SCHOOLS ...	1	...	14	14	16	13	...	14	...	...	...	...	14	12
	AIDED SCHOOLS for Europeans...	3	9	80	89	75	62	89	...	...	...	...	...	89	14
	AIDED SCHOOLS for Natives ...	1	...	17	17	17	...	...	17	...	...	...	...	17	17
	TOTAL ...	5	9	111	120	108	75	89	31	...	...	...	...	120	43
	RAWALPINDI CIRCLE.														
Rawalpindi ...	Aided Schools (for Europeans)	2	12	86	98	109	108	98	...	...	...	...	...	93	...
	TOTAL GOVT. SCHOOLS ...	1	...	14	14	16	13	...	14	...	...	...	...	14	12
	TOTAL AIDED for Europeans* ...	9	88	373	461	448	411	427	34	...	...	...	...	441	47
	TOTAL AIDED for Natives ...	3	3	36	39	44	20	...	24	15	...	...	...	23	25
	GRAND TOTAL ENGLISH SCHOOLS ...	13	91	423	514	508	444	427	72	15	...	...	...	478	84
	VERNLR. SCHOOLS.														
	UMBALLA CIRCLE.														
Delhi	Government Schools... ...	3	6	38	44	73	41	...	...	18	26	...	...	...	24
	Aided Schools	13	8	609	617	622	539	...	41	266	310	...	...	2	347
	TOTAL ...	16	14	647	661	695	580	...	41	284	336	...	...	2	371
Gurgáon ...	Government Schools... ...	3	...	71	71	84	48	...	...	55	16	...	...	...	16
Karnal ...	Aided Schools...	1	...	37	37	32	31	...	...	22	15	...	...	...	15
Rohtak ...	Government Schools... ...	2	...	33	33	32	19	...	...	33	...	...	...	...	33
Sirsa	Do. do.	...	...	...	...	12	9	...	...	...	...	...	...	...	...
Umballa ...	Do. do.	2	...	37	37	41	30	...	...	...	37	...	...	...	37
Ludhiána ...	Do. do.	18	6	440	446	322	257	...	...	176	[illegible]	[illegible]	...	...	283
TOTAL UMBALLA CIRCLE.	GOVERNMENT SCHOOLS ...	28	12	619	631	564	404	...	...	282	327	22	...	...	393
	AIDED " ...	14	8	646	654	654	570	...	41	288	325	...	...	2	362
	TOTAL ...	42	20	1,265	1,285	1,218	974	...	41	570	652	22	...	2	755

FORM No. 5.

Vernacular) for the official year 1879-80.

Scholars on 31st March learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*		REMARKS.
Hindi (Nágrí.)	Hindi (Landé Mahájani, &c.	Persian.	Arabic.	Sanskrit.	Bengali.	Grants from Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Other sources.	Total.	Total Cost.	Cost to Government.	Upper Primary School Examination.	Lower Primary School Examination.	
8c	8d	8e	8f	8g	8h	9a	9b	9c	9d	9e	9f	9	10	11	12	13	
													Rs. As.	Rs. As.			
5	...	...	...	...	...	360	...	...	51	...	1,027	1,438	35 1	8 12			
...	...	...	...	...	...	8,581	...	...	9,946	...	3,402	21,929	98 5	38 8			
22	...	...	...	...	...	120	...	...	...	...	191	311	11 8	4 7			
22	...	...	...	...	...	8,701	...	...	9,946	...	3,593	22,240	88 15	34 13			
6	...	...	...	...	...	8,941	...	...	9,997	...	4,429	23,367	88 8	33 14			
22	...	...	...	...	...	120	...	...	...	...	191	311	11 8	4 7			
28	...	...	...	...	...	9,061	...	...	9,997	...	4,620	23,678	81 6	3 5			
...	...	...	...	...	...	2,777	...	...	1,084	...	2,721	6,582	87 12	37 0			
...	...	5	...	...	...	720	...	...	409	...	3,356	4,485	263 13	42 6			
...	...	5	...	...	...	3,497	...	...	1,493	...	6,077	11,067	120 [illegible]	38 0			
...	...	...	...	...	...	475	...	...	...	220	255	950	59 6	29 11			
...	...	...	...	...	...	475	...	...	...	220	255	950	59 6	29 11			
...	...	...	...	...	...	2,777	...	...	1,084	...	2,721	6,582	87 12	37 0			
...	...	5	...	...	...	720	...	...	409	...	3,356	4,485	263 13	42 6			
...	...	5	...	...	...	3,972	...	...	1,493	220	6,332	12,017	111 4	36 12			
...	...	...	...	...	...	9,135	...	...	318	...	2,082	11,535	105 13	83 13	...	...	
...	...	...	...	...	...	475	...	...	...	220	255	950	59 6	29 11			
6	...	...	...	...	...	20,853	...	...	11,399	...	9,232	41,484	92 10	46 9			
22	...	5	...	...	...	840	...	...	409	...	3,547	4,796	109 0	19 1			
28	...	5	...	...	...	22,168	...	...	11,808	220	13,034	47,230	93 0	43 10			
20	...	10	...	...	...	...	408	...	3	132	...	543	7 7	...	...	4	
252	...	...	...	...	16	3,120	...	...	...	300	12,045	15,465	24 14	5 0	...	...	
272	...	10	...	...	16	3,120	408	...	3	432	12,045	16,008	23 1	4 8	...	4	
55	...	2	...	...	...	...	328	...	...	96	...	424	5 1	...			
22	...	...	...	...	...	336	...	...	...	...	720	1,056	33 0	10 8			
...	...	1	...	...	...	83	27	...	...	146	...	256	8 0	2 10			
...	...	...	...	...	...	...	...	...	...	74	...	74	6 3	...	...	...	School closed from 1st October 1879.
...	...	...	...	...	...	...	158	...	...	...	...	158	3 14	...			
163	...	20	...	...	...	...	1,266	...	...	603	...	1,869	5 13	...	4	2	
238	...	35	...	...	...	83	2,187	...	3	1,051	...	3,324	5 14	0 2	4	6	
274	...	...	...	...	16	3,456	...	...	...	300	12,765	16,521	25 4	5 5	...	...	
512	...	35	...	...	16	3,539	2,187	...	3	1,351	12,765	19,845	16 5	2 14	4	6	

* The total amount of the grant-in-aid allowed to the Lawrence Memorial Asylum Murree during the year 1879-80 was ... Rs. 19,800
The expenditure on tuition only in the several Schools was— Rs. 17,799
Balance, being expended on Boarding, &c. &c. Rs. 2,001

Statistical Return of Female Primary Schools (English and

District.	Name or Class of Institutions.	Number of Institutions.	No. of Scholars on the rolls on 31st March.			Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the Scholars on 31st March.						Number of	
			In Upper Division.	In Lower Division.	Total.			Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Sikhs.	Others.	English.	Urdú.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b
	LAHORE CIRCLE.														
Jullunder ...	Government Schools ...	45	...	1,425	1,425	1,421	1,179	...	...	305	1,088	32	...	...	1,090
Hoshiárpur ...	Aided do. ...	1	...	63	63	56	39	...	...	62	...	1	...	...	...
Kangra ...	Government do. ...	5	...	149	149	183	128	...	...	149	...	...	...	...	...
	Aided do. ...	1	...	36	36	38	29	...	...	26	10	...	...	...	36
	TOTAL ...	6	...	185	185	221	157	...	...	175	10	...	...	...	36
Amritsar ...	Government Schools ...	4	...	104	104	108	85	...	...	39	46	19	...	...	46
	Aided do. ...	43	6	1,341	1,347	1,372	1,030	...	42	192	416	607	...	...	458
	TOTAL ...	47	6	1,445	1,451	1,480	1,115	...	42	231	462	716	...	...	504
Gurdáspur ...	Government Schools ...	3	...	84	84	82	64	...	...	...	84	...	...	...	84
	Aided do. ...	18	14	178	192	345	265	...	...	32	84	76	...	...	84
	TOTAL ...	21	14	262	276	427	329	...	...	32	168	76	...	...	168
Siálkot ...	Government Schools ...	33	...	767	767	752	564	...	...	252	471	44	...	...	464
Lahore ...	Government do. ...	6	...	120	120	117	94	...	...	18	102	...	...	...	102
	Aided do. ...	30	...	795	795	777	622	...	1	216	412	145	21	...	522
	TOTAL ...	36	...	915	915	894	716	...	1	234	514	145	21	...	624
Gujránwála ...	Government Schools ...	5	...	186	186	185	114	...	...	68	91	27	...	...	91
	Aided do. ...	11	...	375	375	341	262	...	7	112	171	55	30	...	208
	TOTAL ...	16	...	561	561	526	376	...	7	180	262	82	30	...	299
Ferozepore ...	Government Schools ...	6	...	155	155	104	79	...	...	29	126	...	...	...	155
TOTAL LAHORE CIRCLE.	GOVERNMENT SCHOOLS ...	107	...	2,990	2,990	2,952	2,307	...	...	860	2,008	122	...	...	2,032
	AIDED " ...	104	20	2,788	2,808	2,929	2,247	...	50	640	1,093	974	51	...	1,308
	GRAND TOTAL ...	211	20	5,778	5,798	5,881	4,554	...	50	1,500	3,101	1,096	51	...	3,340
	RAWALPINDI CIRCLE.														
Ráwálpindí ...	Aided Schools ...	28	...	953	953	996	615	...	...	379	126	448	...	..	40
Jhelum ...	Aided do. ...	13	...	415	415	456	309	...	...	246	35	134	...	...	15
Gujrát ...	Government do. ...	1	...	30	30	27	23	...	...	20	...	10	...	...	...
Shahpur ...	Ditto do. ...	1	...	19	19	19	15	...	...	19	...	...	...	...	19
Pesháwar ...	Aided do. ...	1	5	73	78	65	52	...	4	...	74	...	...	...	78
TOTAL RAWALPINDI CIRCLE.	GOVERNMENT SCHOOLS ...	2	...	49	49	46	38	...	...	59	...	10	...	...	19
	AIDED " ...	42	5	1,441	1,446	1,517	976	...	4	625	235	582	...	...	133
	GRAND TOTAL ...	44	5	1,490	1,495	1,563	1,014	...	4	664	235	592	...	...	152
	MOOLTAN CIRCLE.														
Mooltán ...	Aided Schools ...	7	...	121	121	107	106	...	3	118	...	...	...	...	121
Jhang ...	Government do. ...	8	...	284	284	270	227	...	...	167	106	11	...	...	106
Montgomery ...	Ditto do. ...	3	...	60	60	59	40	...	...	52	8	...	...	...	...
TOTAL MOOLTAN CIRCLE.	GOVERNMENT SCHOOLS ...	11	...	344	344	329	267	...	...	219	114	11	...	...	106
	AIDED " ...	7	...	121	121	107	106	...	3	118	...	...	...	...	121
	GRAND TOTAL ...	18	...	465	465	436	373	...	3	337	114	[illegible]	...	...	227
	TOTAL VERNACULAR SCHOOLS { GOVT ...	148	12	4,002	4,014	3,891	3,016	...	...	1,407	2,449	1,165	2	...	2,550
	TOTAL VERNACULAR SCHOOLS { AIDED ...	167	33	4,996	5,029	5,207	3,899	...	98	1,611	1,653	1,556	51	2	1,924
	GRAND TOTAL ...	315	45	8,998	9,043	9,098	6,915	...	98	3,011	4,102	1,721	51	2	4,474
	GRAND TOTAL ENGLISH AND VERNACULAR SCHOOLS ...	328	136	9,421	9,557	9,606	7,359	427	170	3,086	4,102	1,721	51	480	4,558

Vernacular) for the official year 1879-80.

Scholars on 31st March learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*		
Hindi (Nágrí.)	Hindí (Landé Mahájani, &c.	Persian.	Arabic.	Sanskrit.	Bengali.	Grants from Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Other sources.	Total.	Total Cost.	Cost to Government.	Upper Primary School Examination.	Lower Primary School Examination	REMARKS.
8c	8d	8e	8f	8g	8h	9a	9b	9c	9d	9e	9f	9	10	11	12	13	
													Rs. As.	Rs. As.			
274	51	7	59	14	...	359	2,838	...	...	2,030	319	5,546	3 14	0 4			
62	1	...	...	...	...	192	...	...	...	72	96	360	6 7	3 7			
149	...	...	...	...	...	120	293	...	...	146	...	559	3 1	0 10			
...	...	2	...	...	...	180	...	...	...	...	247	427	11 4	4 12			
149	...	2	...	...	...	300	293	...	...	146	247	986	4 7	1 6			
58	..	23	9	...	...	140	249	...	...	127	...	516	4 12	1 5			
134	768	78	...	...	...	4,286	...	545	...	2,180	1,814	8,825	6 7	3 2			
192	768	101	9	...	...	4,426	249	545	...	2,307	1,814	9,341	6 5	3 0			
...	...	7	...	...	...	25	171	...	...	110	...	306	3 12	0 5			
9	108	...	...	...	...	864	...	...	...	...	2,102	2,966	8 10	2 8			
9	108	7	...	...	...	889	171	...	...	110	2,102	3,272	7 11	2 1			
303	...	69	...	...	...	996	1,794	...	...	1,069	...	3,859	5 2	1 1			
...	...	...	...	18	...	...	122	...	...	630	...	752	6 7	...			
91	182	2	...	...	...	3,332	...	...	...	119	8,510	11,961	15 6	4 5			
91	182	2	...	18	...	3,332	122	...	...	749	8,510	12,713	4 4	3 12			
95	...	18	...	...	...	425	..	...	...	428	20	873	4 12	2 5			
167	...	...	...	...	...	360	...	...	16	...	3,403	3,779	11 1	1 1			
262	...	18	...	...	...	785	...	...	16	428	3,423	4,652	8 13	1 8			
...	...	23	...	...	...	166	261	...	...	177	32	636	6 2	1 10			
879	51	147	68	32	...	2,231	5,728	...	...	4,717	371	13,047	4 7	0 12			
463	1,059	82	...	...	...	9,214	...	545	16	2,371	16,172	28,318	9 11	3 2			
1,342	1,110	229	68	32	...	11,445	5,728	545	16	7,088	16,543	41,365	7 1	1 15			
725	350	18	126	...	...	2,165	720	...	...	900	1,598	5,383	5 6	2 3			
380	75	...	35	4	...	796	612	...	...	...	874	2,282	5 0	1 12			
...	30	...	...	...	...	...	132	...	...	...	...	132	4 14	...			
...	...	...	...	...	...	...	148	...	...	...	...	148	7 13	...			
...	...	14	...	...	...	689	...	...	7	...	758	1,454	22 6	10 10			
...	30	...	...	...	...	...	280	...	...	...	...	280	6 1	...			
1,105	425	32	161	4	...	3,650	1,332	...	7	900	3,230	9,119	6 0	2 6			
1,105	455	32	161	4	...	3,650	1,612	...	7	900	3,230	9,399	6 0	2 5			
...	...	1	...	...	...	300	...	...	...	180	562	1,042	9 12	2 13			
40	138	...	...	...	...	244	245	...	...	284	...	773	2 14	0 14			
...	60	...	...	...	...	...	127	...	...	102	..	229	3 14	...			
40	198	...	...	...	...	244	372	...	...	386	...	1,002	3 1	0 12			
...	...	1	...	...	...	300	...	...	...	180	562	1,042	9 12	2 13			
40	198	1	...	...	...	544	372	...	...	566	562	2,014	4 11	1 4			
1,157	279	180	68	32	...	2,558	8,567	...	3	6,154	371	17,653	4 9	0 11			
1,842	1,484	119	161	4	16	16,620	1,332	545	23	3,751	32,729	55,000	10 11	3 3			
2,999	1,763	295	229	36	16	19,178	9,899	545	26	9,905	33,100	72,653	8 0	2 2			
3,027	1,763	300	229	36	16	41,346	9,899	545	11,834	10,125	46,134	1,19,883	12 8	4 [illegible]			

SUBSIDIARY

Statistical Return of Schools for Special or

District.	Name or Class of Institutions.	Number of Institutions.	Total number of scholars on the rolls on 31st March.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the Scholars on 31st March.					No. of sch	
						Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Sikhs.	English.	Urdu.
1	2	3	4	5	6	7a	7b	7c	7d	7e	8a	8b
	A. School of Art.											
Lahore ...	Government	1	55	53	43	...	...	8	24	23	...	32
	D. Normal Schools for Masters.											
Delhi ...	Government	1	118	112	90	...	...	37	80	1	...	118
	LAHORE CIRCLE.											
Lahore ...	Government	1	90	104	92	...	...	38	45	7	...	90
Amritsar ...	Aided ...	1	30	31	27	...	6	10	11	3	10	30
	Total Lahore Circle ...	2	120	135	119	...	6	48	56	10	10	120
	RÁWALPINDI CIRCLE.											
Ráwalpindí ...	Government	1	25	24	25	...	...	13	10	2	...	25
	Total Normal Schools for Masters { Govt. ...	3	233	240	207	...	...	88	135	10	...	233
	Total Normal Schools for Masters { Aided ...	1	30	31	27	...	6	10	11	3	10	30
	Total ...	4	263	271	234	...	6	98	146	13	10	263
	E. Normal Schools for Mistresses.											
	UMBALLA CIRCLE.											
Delhi ...	Aided { for Europeans & Eurasians..	1	5	4	4	5	...	...	...	...	5	5
	Aided { for Natives	1	48	60	51	...	...	24	24	...	...	24
	Total ...	2	53	64	55	5	...	24	24	...	5	29
	LAHORE CIRCLE.											
Jullundur ...	Aided	1	104	87	65	...	...	21	83	...	...	83
Amritsar ...	Aided	1	35	35	28	...	...	10	15	10	...	15
Lahore ...	Aided	1	37	63	53	...	...	17	31	9	...	26
	Total Lahore Circle ...	3	196	185	146	...	...	48	129	19	...	124
	Total Aided N. S. for Mistresses { for Europeans...	1	5	4	4	5	...	...	...	...	5	5
	Total Aided N. S. for Mistresses { for Natives ...	4	244	245	197	...	...	72	153	19	...	148
	Total ...	5	249	249	201	5	...	72	153	19	5	153
	F. Industrial School.											
Delhi ...	Aided	1	28	28	25	...	...	...	28	...	...	...

FORM NO 6.

Technical Training for the official year 1879-80.

olars on 31st March learning					Expenditure.						Annual cost of educating each scholar.		
Hindí (Nágrí.)	Hindí (Landé Mahájaní, &c.	Persian.	Arabic.	Work.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Other sources.	Total.	Total Cost.	Cost to Government.	REMARKS.
8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9	10	11	
											Rs. As.	Rs. As.	
...	...	18	...	*	11,368	...	908	...	...	12,276	231 10	214 8	* Boys learning— Drawing ... 55; Moulding ... 4; Geometry ... 12; Photography ... 5; Wood engraving ... 4; Carpentry ... 29
...	...	96	20	...	1,644	4,719	...	58	...	6,421	57 5	14 11	
...	...	90	20	...	1,589	4,558	...	...	...	6,147	59 2	15 4	
...	...	30	12	...	2,400	...	...	28	5,527	7,955	256 10	79 11	
...	...	120	32	...	3,989	4,558	...	28	5,527	14,102	104 7	29 8	
...	...	25	22	...	1,121	3,213	...	...	...	4,334	180 9	46 11	
...	...	211	62	...	4,354	12,490	...	58	...	16,902	70 7	18 2	
...	...	30	12	...	2,400	...	...	28	5,527	7,955	256 10	79 11	
...	...	241	74	...	6,754	12,490	...	86	5,527	24,857	91 13	24 15	
5	...	...	...	...	360	...	...	135	667	1,162	232 6	72 0	
24	...	6	...	...	1,620	...	...	...	1,721	3,341	69 10	33 12	
29	...	6	...	...	1,980	...	...	135	2,388	4,503	70 6	30 15	
21	...	...	...	...	660	...	...	...	660	1,320	15 3	7 9	
15	10	15	...	...	4,297	...	...	...	...	4,297	122 12	122 12	
16	10	5	...	...	5,723	...	...	14	1,357	7,094	112 10	90 13	
52	20	20	...	...	10,680	...	...	1	2,017	12,711	68 11	57 12	
5	...	...	...	...	360	...	...	135	667	1,162	232 6	72 0	
76	20	26	...	...	12,300	...	...	14	3,738	16,052	65 13	50 7	
81	20	26	...	...	12,660	...	...	149	4,405	17,214	69 2	50 13	
...	...	...	...	28	300	...	...	...	662	962	34 6	10 11	For Girls.